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ABSTRACT

Intended for school districts and/or other agencies and groups in New York State (but having applicability to other states) which plan to begin career education programs or desire to improve or modify a program already in existence, this catalog summarizes the ideas contained in the more than 250 products reviewed. The catalog does this in two ways. First, it describes seven critical career education implementation areas: planning, curriculum, guidance, inservice, public relations, community involvement, and evaluation. Each description gives a rationale for the area as well as detailed information on procedures and products associated with the area. Second, the catalog presents descriptions of certain products created by twenty-two career education model projects which illustrate the information being presented. (TA)

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CAREER EDUCATION IN NEW YORK STATE

A Catalog of Ideas and Products from 22 New York State VEA-Supported Projects

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PREFACE

The concept of career education has generated much interest on the part of educators in New York State during recent years. This enthusiasm prompted the Department to encourage development of career education focusing on the elementary and secondary school levels.

The guiding principles for a career education focus throughout New York State are found in the Regents Position Paper No. 11, Occupational Education. Essentially, the major concern should be targeted on development of an educational pattern that permits students to have early exposure to understanding concepts about work and workers, develop awareness of personal abilities, develop the ability to distinguish between available options, and begin to concern themselves with future careers.

A well developed career education focus in a school system should provide students with the basic learning skills, self-understanding and positive attitudes to make choices of programs based on a clear knowledge of abilities, and an understanding of requirements necessary to pursue a chosen career. The system should provide exploratory and guidance experiences that facilitate choice and, in addition, allow students enough breadth of activity to keep all options open throughout their school experience. The system should, as well, provide specific occupational preparation in the later secondary school years, including a significant emphasis on work experience.

Twenty-two career education models, supported by occupation education resources over a three-year period, have to varying degrees developed career education systems in many local schools. Several techniques were used by school personnel to establish career education activities. Part of the developmental process included preparation of materials, samples of which are cataloged in this document. Single copies are on file as references for individuals desiring to pursue infusion of career education experiences in their school programs.

Robert S. Seckendorf
Assistant Commissioner for
Occupational and Continuing Education

ACKNOWLEDGMENT

The creation of this Catalog was made possible by the help of many individuals. First, we extend our thanks to Dr. Robert S. Seckendorf for giving us the opportunity to collect and review the products which led to this important piece of work. Dr. Seckendorf's staff helped in several ways. They provided us detailed lists of the project directors or contact persons associated with each project surveyed. They opened their files to us for the gathering of products. And they took responsibility for selecting the products described in this Catalog.

Second, we extend our sincere appreciation to the 22 project directors who sent us copies of their products. Having had to conduct this survey at the end of the school year, and realizing the multiple responsibilities these individuals had, we were overwhelmed with their positive responses and cooperation in getting us what we needed. This Catalog could not have been developed without their assistance.

INTRODUCTION

During the last four years, the concept of career education has been introduced, implemented, and expanded in the schools of New York State. Preliminary groundwork was laid in 1971, when the Regents Position Paper in Occupational Education was issued. Since then, under the direction and support of the Office of Occupational and Continuing Education, career education progressed from an untried concept to an active school/community effort in many parts of the state. This Catalog documents and describes some of the major ideas and exemplary products resulting from projects supported by the Office of Occupational and Continuing Education in this four year period. But the full body of what was produced can of course only be illustrated here. The Office of Occupational and Continuing Education has a great number of additional products and descriptions on file for readers who are interested.

Background

The Office of Occupational and Continuing Education contracted with Policy Studies in Education (PSE) to collect, review, and report on the career education products developed by some 22 projects funded during 1971-75. (A list of these projects appears in Appendix A.)

To do this, PSE examined products already on file in the Office of Occupational and Continuing Education and gathered additional products from the 22 projects directly. Detailed lists of products were created for each project and each director was given the opportunity to supplement and approve the products listed for his or her project. In total, PSE studied more than 250 products in writing this Catalog. They included curriculum guides, units, modules, lessons, community resource lists, staff development procedures, newsletters and public information brochures, statements of goals and objectives, plans for implementation, and so on. (Commercially published products, government publications, or materials created by projects or agencies outside of the 22 projects were not sought for inclusion in the Catalog.)

Focus of the Catalog

Intended for school districts and/or other agencies and groups in New York State which plan to begin career education programs or desire to improve or modify a program already in existence, this Catalog summarizes the ideas contained in the more than 250 products reviewed. The Catalog does this in two ways. First, it presents information in seven critical career education implementation areas. Second, it presents descriptions of certain products created by the 22 projects which illustrate the information being presented. Because of the volume of products generated by the projects, not all could be described and listed in this Catalog. Those that were selected are

illustrations of the information presented in each critical area. They were selected by staff in the Office of Occupational and Continuing Education who served as project monitors during 1971-75.

In order to have the more than 250 products reviewed efficiently and in order to glean ideas on how to develop and implement career education, PSE prepared descriptions identical to those contained in this Catalog for each of the more than 250 products. This set of more than 250 descriptions has been submitted to the Office of Occupational and Continuing Education. In addition, all of the more than 250 products studied by PSE have been transported to the Office. A code system has been developed to match descriptions to specific products.

Description of the Catalog

This Catalog contains descriptions of seven areas that are critical to the development and implementation of career education. The seven areas are:

Planning
Curriculum
Guidance
In-Service
Public Relations
Community Involvement
Evaluation

Each description gives a rationale for the area as well as detailed information on procedures and products associated with the area. Each area is described briefly below.

Planning. This section sets the stage for career education. It provides a broad description of the rationale for comprehensive planning. The content areas included in a plan are described. Processes for developing and gaining acceptance of a comprehensive plan are thoroughly discussed and several exemplary planning documents are listed.

Curriculum. This section offers ideas and guidelines for providing instruction to students. This section includes directions on how to develop instructional and audio-visual materials. It also deals with types of curriculum guides, lesson plans, learning packets, and locally developed teaching aides. Procedures for developing quality curriculum products are described and exemplary products are listed.

Guidance. The guidance section relates the need for and status of guidance services. It also describes the role of counselors in career education and some instructional materials useful to counselors or teachers in conducting group guidance programs.

In-Service. The in-service section of this Catalog contains a description of many types of in-service programs. It includes a general description of workshops, including agenda, outlines, and schedules, and it gives guidelines for planning in-service programs. Finally, descriptions of instructional materials useful in conducting in-service programs are described.

Public Relations. This section describes the content and methodology associated with career education public relations efforts. It also sets forth the processes for establishing such a program.

Community Resources. This section of the Catalog describes the organization and use of community resources in delivering career education. The description includes types of resources, types of experiences for students, how to organize for community experiences, and products to facilitate the use of community resources.

Evaluation. Evaluation is critical in career education. Information about attitudes and/or opinions of teachers, other staff members, students, parents, and community members must be collected. Procedures for collecting data on career education projects, instructional materials and/or programs, in-service programs, and students who are in career education programs must be designed. This section describes evaluation in career education--designs, types, procedures, and products.

For each of the seven sections, there is an appendix at the end of this Catalog which contains descriptions of the several products selected to illustrate the ideas discussed.

Uses of the Catalog

Activity in the area of career education has been intense over the past several years. School systems as well as institutions of higher education have jumped on the bandwagon and have vigorously engaged in getting career education started in their institutions. Because of the haste with which career education began, the speed with which is has proceeded, and the level of funding available to promote the concepts, many states have done little to consolidate and evaluate the products that have been made by many different individuals and groups. This Catalog is an effort in New York State to let people know what other people have done and are doing. It gives descriptions of products that may be useful to school districts as they begin or continue their efforts in career education. Several possible uses are described briefly below.

Administration. As school district, school, or career education administrators begin or continue their efforts in this area, it would be very useful to them to see plans from other districts. Materials from other schools and/or projects may be useful as they implement career education. Techniques for disseminating information about

career education programs may be useful as they inform others about career education in their district. Seeing descriptions and materials for in-service programs would be valuable. And finally, evaluation products may be useful as administrators plan for and develop evaluation programs and devices to evaluate the effectiveness of career education in their districts.

School-Community Relationships. One of the key concepts of career education is to utilize community resources of all types to deliver career education to students. Getting a school-community program started is difficult at best. To see the products that others have used to organize and operate community resource programs would be very beneficial to any individual or group starting a community involvement program.

Curriculum/Guidance. Volumes of curriculum materials have been developed in career education projects over the past several years. It would seem very useful to review materials that have been developed and tried prior to launching any new curriculum development efforts. Additionally, there are some good publications that describe how to develop curriculum around a standard format that may be useful to district and/or project staff as they begin curriculum development work.

Teaching. Many teachers become excited about career education through in-service programs or other sources of information. It may be difficult for them, however, to get their hands on good curriculum materials to use in their classrooms. It would seem helpful for teachers to be able to identify, obtain, and review a wide variety of curriculum materials in their grade level or subject area prior to beginning career education activities.

The possible uses of this Catalog are unlimited. The uses suggested above are only some of the ways that this Catalog will help consolidate and coordinate career education efforts throughout the State of New York.

PLANNING

Career education has been sweeping the country for the past several years. Some individuals see it as a movement that will save education. Many individuals and school districts have become deeply immersed in implementing career education which they say is for all people, will be delivered through instruction in all subject areas, and will increase the relevancy of educational programs provided by our school systems. Proponents of career education say that a quality career education program will result in fewer school dropouts, highly motivated individuals who have formulated direction for their lives, individuals who have a good grasp of the career opportunities available to them, individuals leaving school who have the skills and attitudes necessary to engage in meaningful and personally satisfying work, and individuals who understand the processes of career development and can apply these processes to their personal lives.

Never before in the history of education in the United States has a change of this magnitude been undertaken. Most changes have been restricted to a particular subject area and a particular grade or small group of grades. Managing a change of this magnitude is a tremendous undertaking. Changes of great magnitude have been accomplished successfully in technological areas such as putting people into space and onto the moon. Changes of similar magnitude have not been accomplished in relationship to social institutions such as our educational system. Large scale changes in technological areas have been made possible through comprehensive planning of multi-year efforts. Planning to coordinate the efforts of hundreds and perhaps thousands of individuals toward a common goal or set of goals is a key ingredient in bringing about desirable, thoughtful changes.

The thought that career education can be implemented by involving large numbers of teachers in a few in-service sessions and sharing a few teacher-made curriculum materials is naive. To implement career education fully so that lasting, desirable change occurs involves providing high quality instructional tools, causing staff members within a school to work together in new and different ways, changing the attitudes of teachers and other staff members regarding the major purposes of their work, and establishing the community as well as the school as a viable learning environment. If career education is to be successful, comprehensive planning efforts must be undertaken. Planning to use the combined efforts of hundreds and thousands of people and financial and other resources from a wide variety of agencies and organizations is essential. Planning to coordinate the efforts of individuals, schools, school districts, and states, must be undertaken.

The planning task will not be easy. Career education is complex and the planning must be comprehensive. It can be done. It will take a good deal of thought and effort to generate quality plans for career education. But the orderliness and thoroughness of the

implementation work that follows will be rewarding. The remainder of this chapter deals with two topics: the contents of a plan and the process for making a plan for career education.

Contents of a Plan

Planning for career education is no different from planning for any other major educational program. A good plan should set a definition and parameters for the area under consideration, establish a need for what is being done, and lay out relationships with other educational programs. It should also lay out goals and objectives for student learning, describe the strategies that will be used in accomplishing the student goals and objectives, establish a schedule for implementing the program, and determine the cost involved in developing and implementing the program. Brief discussions of each of the major sections of a plan for career education will be given.

Introduction. This section should establish a definition for career education that is acceptable to the local district. It should first lay out several alternative definitions. Definitions are available from national sources, state sources and other local school districts. The array of definitions should be distilled down to one that meets the needs and intents of the local school district, its staff, its community, and its students. After a definition is established, it is important to describe the factors and conditions that led to the need for career education in the local area. This may incorporate attitudes and opinions of parents, students, community, and school staff regarding the importance of career education in the local area. It should also incorporate national trend data that support the career education concept. Finally, it is important to establish relationships between career education and other educational programs such as vocational education and general academic education.

Goals/Objectives. The goals and objectives section should translate the intent of career education as established in the introduction into student outcomes that describe the knowledge, skills, and attitudes of students at different stages of career maturity, such as the end of third grade, sixth grade, ninth grade, and high school. The goals and objectives or student outcomes become a statement of what the career education program is to do for students. It is important as the goals and objectives section is completed that a simple, clear, and concise format be established. Individuals should be able to digest the ideas presented in the goals and objectives statement in a few minutes and, from a brief reading, grasp the intent of career education. It is important to break down the goals and objectives into some major theme areas and into some grade level groupings that are meaningful at the local level. It is also important to establish a grammatical style that is easy for both educators and community members to understand. Finally, goals and objectives should be checked for vertical and horizontal articulation. The vertical articulation within each grade

level grouping will test the comprehensiveness of the set of outcomes at a given age level. The horizontal articulation will test the flow of ideas from the early years through the high school years and assure that areas of competency established early follow through to the high school years. The set of goals and objectives presented in the plan establish the intent for career education, and they guide the development of more detailed objectives and curriculum materials. It is important that large numbers of detailed objectives be omitted from the plan for career education. They tend to overwhelm and confuse the reader rather than clarify the intent of career education.

Strategies. This section should propose a series of statements that describe the activities and materials that provide students with experiences leading to the knowledge, skills, and attitudes described in the goals and objectives section. It is important that the strategies section include descriptions of student activities and experiences as well as staff development activities and experiences. This section should also describe any central services that will be required to deliver a comprehensive career education program. The descriptions of student experiences should indicate the nature of the experiences that are appropriate for students at particular grade level groupings as well as the nature of the instructional materials that are necessary to deliver the experiences to students. The staff development strategies should describe the nature of the experiences that are going to be used to improve staff competencies in delivering career education. The strategy descriptions incorporated in the plan will be somewhat general and imprecise in nature. But they should communicate the beginnings of an instructional design. The specific details of each strategy will be worked out during the curriculum development and implementation stages.

Schedule. It is naive to think that the career education concept can be fully implemented in a very short time through in-servicing teachers to the career education concept and improving their skills in delivering career education. Any educational innovation that is K-12 in scope and encompasses a broad definition as does career education will take several years and in-depth work on several specific strategies. The schedule should reflect the comprehensive nature of career education as well as a known and accepted curriculum change process. The most commonly accepted process for curriculum change includes the following steps:

1. Needs assessment and strategy design
2. Development
3. Pilot test
4. Data analysis and decisions
5. Revision
6. Field test
7. Data analysis and decisions
8. Revision
9. Installation

The schedule established in the plan should show each step in the curriculum change process for each of the strategies established in the strategy section. Realistic amounts of time should be allocated to each of the steps for each of the strategies. It is important that the schedule be coordinated with the school calendar so that steps like pilot test and field test come at times that are appropriate and convenient for school personnel. In order to establish and communicate a schedule, it is necessary to adopt a planning technique that is meaningful at the local level. Several planning techniques are appropriate, such as PERT or Bar Charting. Select the technique that will provide the level of detail and the end product that is meaningful to individuals in the local school district and its surrounding community. The level of detail reached in the career education plan should not be such that it is overwhelming to the reader. It should communicate a good, sound long range plan that completes work in career education within a specified number of years. The schedule is the single tool that makes possible long range planning in career education. It shows the starting of work related to each strategy, the progression of the work related to each strategy, and the time when each strategy is fully implemented in all of the schools in a school district.

Costs. This section should lay out the cost of developing and implementing a comprehensive career education program. It should include costs for developing the program, purchasing any required resources, preparing staff to deliver the program, and costs of operating the program once it is fully implemented. It is extremely difficult to be accurate in estimating costs for developing and implementing career education. But cost estimating must be done in order to establish a firm understanding about the resources needed to move career education ahead. It is important that the cost estimates be extremely realistic even though on the surface it may seem expensive to develop and implement a comprehensive program. Presenting the naive idea that it will cost nearly nothing to develop and implement career education may gain some supporters initially but will result in unnecessary delays and setbacks as the career education program work is done. A good way of estimating costs is to think about each of the steps in the curriculum change process and determine the amount of staff time, consultant help, materials, and supplies necessary to complete each step. This type of estimating for each of the steps in the curriculum change model should be completed for each of the strategies established in the strategies section. Once the cost estimates have been determined for each strategy, it is possible to determine total resource requirements for each of the years shown in the schedule for development and implementation of career education. It is also possible to show a grand total for the development and implementation of career education.

The Planning Process

The support generated for career education bears a direct relationship to effectively involving individuals in planning efforts and the methods and techniques used for communicating the results of such planning efforts. Involving individuals from diverse groups such as students, school staff, and the community sensitizes them to the fact that something is going to happen in career education, allows them to insert their feelings and opinions and helps frame the plans for career education, and establishes an openness to participation in future career education activities. Large scale involvement, in essence, makes the career education plan resulting from the process a plan of the consumers and real participants rather than a plan of the administration.

While the specific steps in the planning process will vary from place to place, three major steps are crucial in any planning effort. The first step is collecting the initial information; the second is preparing a draft plan; and the third is gaining acceptance of the plan. Each will be discussed briefly.

Collecting Initial Information. The section on collecting initial information has two principal aspects: determining the types of information to be collected and establishing the techniques to be used in collecting the information.

In determining the type of information to be collected, it is important to think about the contents of the plan to be created. A good plan will have sections that establish the need for career education, student outcomes for career education, strategies for meeting the outcomes, a schedule for completing development and implementation of career education, and costs associated with this area. Information for each of the sections of the plan should be collected. Some suggestions for types of information to be collected follow:

- statistical information such as attendance records, employment histories of current and former students, and educational activities of former students;
- student opinions about the current school program and the importance of specific career education goals;
- student career development status as measured by instruments such as the Career Maturity Inventory or the Career Planning Profile;
- community feelings about capabilities of graduating students, the need for and importance of career education in general, and the relative importance of particular goals of career education;

- staff feelings about their students, the current school program, the need for and importance of career education in general, and the relative importance of selected career education goals;

- information about career education in other districts and areas of the country, including what has been done by others as well as how they have accomplished what they have done;

- information about program materials available from publishing houses and other school districts.

Think carefully through the types of information that will be helpful in preparing a draft of a comprehensive plan for development and implementation of career education in the district. Think carefully about what will be needed as a draft is prepared and then decide on the specific information to be collected.

The second and equally important area under collecting initial information is establishing the techniques to be used in collecting the information. There is a wide array of techniques; all have advantages and disadvantages. Selecting a variety of techniques is perhaps the safest practice. Several techniques are listed below:

- interviewing individuals and/or small groups of individuals;

- using written questionnaires and/or opinionnaires with current students, former students, staff members and/or community members;

- administration of formal career development instruments to current students at various grade levels and perhaps former students;

- conducting a thorough literature search to discover information about career education in general and career education as it has been established in other school districts;

- visitation to other school districts that have been noted as having a good career education program in operation.

The techniques chosen should be within the limitations of the time and resources that are available for collecting the information. Do as much as possible without delaying access to the information needed and preparation of the draft of the plan.

When the types of information and techniques for collecting information have been determined, it is possible to prepare thoroughly for the data collection phase of the planning process. Designing and/or obtaining instruments, communicating materials, identifying sample populations for the study, making arrangements as necessary, actually collecting the information, and keeping records are all extremely important to a successful data collection effort. Pre-planning for the information gathering effort is as important as actually collecting

the information. But neither is worthwhile unless the information gathered can be processed and used in preparing a comprehensive plan for career education.

Preparing the Draft Plan. This is perhaps the most important aspect of preparing a plan for career education. This is the step where the information collected earlier is translated into a plan of action. It is the step in which decisions are made about what is to be done in career education and how it is to be done. It is also a step that many individuals and districts fail to do adequately thus reducing the impact of career education.

In preparing a draft plan for career education, thinking about the style as well as the content is extremely important. Knowing what to say as well as how to say it must be considered. Decisions about the organization of the plan, the sequence of the plan, the editorial style to be used, and the characteristics of the visual presentation to be used in the plan must be considered. How the plan looks and reads is as important as what it says.

Having thought through the content and style of presentation for the plan, the job entails putting the words on paper. Translating all of the information collected into an action plan is not easy. It will take a good deal of thought and effort. The plan that results should be something that the administrative staff as well as students, school staff members, and the community can easily understand and accept.

Gaining Acceptance of the Career Education Plan. This section has three primary steps: having the plan reviewed by representative groups, making revisions in the plan as necessary, and obtaining formal approval for the plan.

After a draft of the plan is ready and has been put into the final format, it should be taken to groups representing students, staff, and community for their review and critique. Groups such as elected student government, faculty advisory committees, career education advisory committee, curriculum advisory committees, representatives from business and industry, citizen advisory committees for schools, and representatives from parent-teacher organizations are all sources of review. The wider the review, the greater will be the acceptance of the final plan. It should not be assumed that because initial information was collected from many individuals and small groups that the resulting plan will have communicated the intent of the people involved. A careful and thorough review by diverse groups is extremely important.

Once the round of reviews is completed, preparing the second draft is possible. Reviewing all of the comments obtained through the reviews and distilling them into specific revisions to the plan is the task to be undertaken. This takes time, some discussion, and a

willingness on the part of the career education staff to adjust to the concerns and criticisms of the consumers.

The second draft of a plan is the vehicle for gaining formal acceptance of a plan for career education. It is the second draft of the plan that should be taken through formal approval procedures. This may include approval by a curriculum council, an administrative cabinet, and the Board of Education. The specifics of the formal approval process will vary from school district to school district. Reliance on top administrators to facilitate the formal approval process is necessary. Whatever the procedures are for the local school district is what must be done. The formal approval process should result in all parties concerned knowing what is going to be done in career education, how it is going to be done, and what resources are going to be available to do it.

Planning is not an easy task. It takes some special talents for thinking ahead into the future and planning that future. It takes the involvement of a lot of people in designing what is to be done and how it is to be done. It takes time, patience, and some resourcefulness. But having gained a broad base of support for career education through a thorough planning process is an enviable position. Having a plan in hand to which there is commitment by the administration, the students, the school staff personnel, and the community is worth all of the time and effort that it takes to prepare the plan.

Products Resulting from Planning Efforts

A thorough planning effort will result in one or more documents that guide further work in career education. The documents developed will vary in nature according to the intent of the planning effort. Some districts will prepare comprehensive plans for career education, that is, plans that contain an introduction, goals/objectives, strategies, schedule, and costs. Other planning documents may focus on only one or two of the sections found in a comprehensive plan. For example, some districts may choose to prepare a planning document that focuses strictly on goals/objectives for career education. This type of planning document may be referred to as a partial plan for career education. Examples of comprehensive plans that have been developed in New York State are the Career Education Monograph Series, Pages Selected From Curriculum Guide Made Available to School Districts, and Career Education Articulation, Grades K-12. One example of a partial plan for career education is Goals for Elementary, Secondary and Continuing Education in New York State. Descriptions of these sample products are found in Appendix C.

CURRICULUM

The curriculum is the major vehicle through which career education experiences are delivered to students throughout their school years. Other aspects of career education, such as in-service, public relations, and guidance, are also important. But it is through the curriculum that access to students is gained. Individuals may spend small amounts of time periodically with counselors, but they spend great amounts of time with teachers in various subject areas. For this reason, curriculum modifications related to career education must be given very special attention.

There is some agreement by most educators on several basic tenets of career education. Most agree that career education should be infused or buried in the total curricular program. They think that career education should be included in all subject areas. It should not be a separate and distinct content area. Most also agree that career education should touch all students. Career education, they would say, is relevant for students aspiring to college and a professional career and to those who are ready to stop formal education and enter employment immediately upon graduation from high school. Most people would agree that career education should add meaning and relevance to ongoing subject areas such as reading, language arts, and mathematics. And finally, most people believe that career education should deal with work in a broad sense rather than with work as paid employment only.

There is an increasing amount of agreement on the major goals for a career education program. The goals most commonly cited are understanding self, understanding work, career planning, and career pursuit. The goals are titled differently by various projects and school systems, and the details of each change somewhat. But there is a good deal of agreement on the major outcomes.

Even though agreement is being reached regarding basic tenets and goals, career education lacks the maturity necessary to gain agreement on the types of experiences that should be offered at each educational level. The most commonly offered experiences seem to focus on studying details of specific occupations. But many career educators believe this is totally inadequate. They believe that a balanced set of experiences covering all goal areas should be offered. While no definitive answers are available, brief discussions of the content of career education experiences, the nature of the experiences, and potential problems associated with career education experiences seem appropriate. The ideas may serve as a springboard for developing effective and efficient curricular experiences in local districts.

Content of Career Education

There are as many ideas on the content of career education as there

are school districts. This is as it should be. Every school district is somewhat unique in terms of community, student population, and professional staff. Several formal studies have resulted in sets of goals and student outcomes that structure the content of career education, and each of these is somewhat different. However, an analysis of many sets of goals and student outcomes results in a feeling that the content of career education falls into four major categories, including understanding self, understanding work, career planning, and pursuing a career.

Understanding Self. Meaningful career development relies heavily upon self-understanding. Success and self-fulfillment in a career depend upon how well individual wants and needs are met. To gain career satisfaction it is necessary to recognize personal characteristics, wants, and needs. Self-understanding outcomes provide opportunities for students to study themselves in ever expanding contexts. The outcomes progress from the primary students who see themselves as individuals in a school or family setting to upper levels where self-assessment of abilities, achievements, interests, values, and needs can be matched with occupational and lifestyle characteristics.

Understanding Work. This is another important part of the self-career matching process. Becoming aware of and exploring representative samples from a variety of work situations related to occupational, family, citizenship, and leisure activities is extremely important. In this goal area, student outcomes range from those which acquaint primary students with the nature of work, simple work classifications, and the reliance of individuals and families upon various workers to those for older students which deal with more complex classification systems, detailed understanding of characteristics of specific work situations, understanding of precise requirements for entry and success in work, and knowledge of working environments associated with various career areas.

Career Planning. In career planning, students compare what they know about themselves with what they have learned about career areas and establish preliminary career goals. Once a trial match is made, specific steps are outlined which will lead to making the career plan a reality. The concept of career planning starts at the primary level with students beginning to think about being workers at some point in time. In later years, they express preferences for specific work roles and record opinions about potential career fields and occupations. Ultimately, they establish specific plans for achieving their own career goals.

Career Pursuit. While in school, students must gain the ability to pursue their career goals and plans. During the elementary years, career pursuit involves the application of general skills to the solution of problems in work settings. Pursuit for junior high students involves setting goals for exploring a variety of career opportunities and actually carrying through their planned exploration.

For high school students, career pursuit involves setting goals and plans for their work experiences both during and following school and developing the skills, attitudes, and knowledge necessary to become involved successfully in work activities such as an occupation, continued education, or a combination of the two.

Nature of Career Education Experiences

Probably the most common type of career education experience offered to students is an academic study of occupations. That is, the most common assignment given to students is to choose an occupation of interest, research the occupation using library and perhaps community resources, prepare a written and/or oral report on the occupation, and share the information. While being the most common, the experience is far from adequate. Studying occupations is but one component of career education.

Career education experiences should be offered in all goal areas. Inventorying interests, clarifying values, studying career clusters, participating in work activities, setting goals, making decisions, writing resumes, interviewing, and many other experiences should be offered.

The nature of the experience should change as students grow more mature. Activities should start simple and become more complex. The degree of reality should increase with age. Making simple, crude toys with hand tools on a production line in third grade will change to making more and more polished articles with some machine tools in junior high and will progress to participation in production experiences that result in commercial grade products in high school. Casual conversations with community helpers at the elementary level will progress to multi-week, full-time internships for upper level high school students. Simple expressions of activities of interest will progress to formal interest and aptitude-testing. The list could go on.

The place in which the activity takes place may change. In the early grades, nearly all experiences are in the school. In the upper grades, a good deal of time may be spent in the community.

A variety of learning modes should be used. Gaming and simulation, library research, discussion, viewing and reacting to media, field trips, internships, and other modes should be utilized. The needs of more students will be met if this is done.

The nature of the experiences offered must be given thorough consideration. They should be matched to the age levels and learning styles of the students to be involved. The decisions relating to the nature of experiences may be the most important ones to be made. If the activities are wrong, the effort will fail.

Potential Problems

Because career education is so diverse in nature, there are several potential problems which must be considered. The four most important problems are overlap of experiences, overlap of content, depth of experiences, and accuracy of information.

Experience Overlap. When curricular experiences are being made independently by teachers and others at all grade levels and in all subject areas, it is easy for them to plan identical experiences for students. It is very easy for elementary teachers at each grade level to plan field trips to the nearby post office with each trip being structured nearly identically and students being asked to answer the same questions each year. It is also easy for teachers in every subject area to have an assignment for their students to pick an occupation, do library research on the occupation, and write a report on the occupation. Many times the final activity will be for the students to report on the occupation they studied to the class. If students are confronted with identical experiences year after year and in subject after subject, the intent of career education is lost. That is, students become bored with "career" assignments because the assignments are always the same.

Content Overlap. Overlap of content is an equally possible and important problem. As new and important areas begin to enter the curriculum, teachers at all grade levels and in all subject areas begin to grab on to the new areas in order to liven up the content of their program. Teachers at the elementary level may have units on the police officer or the fire fighter at all grade levels, and yet no one a unit on more unusual occupations. At the junior and senior high levels, many teachers are beginning to introduce values clarification into their ongoing program and nearly all teachers claim they teach decision making through their programs. When students are confronted with values clarification in language arts classes, social studies classes, home economic classes, and health classes, they become restless and bored. The problem is compounded when they are instructed in values clarification throughout their secondary school experience.

Depth of Experiences. A third problem is the lack of depth in most experiences offered under the name of career education. As most teachers plan to infuse career education into their program, the activities they choose are those that are simple in nature and easy to prepare and use. Because this is true, most of the experiences are shallow. Experiences where students read about, write about, and report about specific occupations are so similar to the usual classroom activity that the career education goal of added relevancy is unmet. Students should encounter experiences that involve them in career-like activities with increasing complexity throughout their school years. Elementary level children may role play doctor and/or nurse. Junior high students may simulate operation of a neighborhood drug treatment center while high school students may intern for short periods at a neighborhood clinic and

study content related to their internship experience. All of the above examples are from the health field and offer awareness and exploration experiences for students interested in this field. But the activities increase in degree of involvement and the degree of reality associated with the field being studied.

Content Accuracy. The final problem to be presented is accuracy of information. As with any subject area, it is extremely important that the content of career education programs be accurate. Because most teachers and administrators have had at best limited involvement in occupational areas outside of education they should not be expected to know or learn precise content for various career fields. In time they may develop this expertise, but in the short term they need a great deal of help in making the content accurate. The community is a ready resource and should be utilized in preparing career education experiences for students. People from the various fields of work can add the accuracy and reality to content that is necessary to provide quality career education experiences.

Thinking through and making a commitment to the overall goals for career education and the associated content, the nature of the experiences to be delivered at various grade levels or groupings of grade levels, and the problems that may arise must be done as a comprehensive plan is made and as strategies are developed. This type of planning provides the foundation for a successful career education program.

Curriculum Development Process

The curriculum development process to be presented here is common. It is the process that has been used by most curriculum development projects, and it has proven to be successful in causing curricular change. The process is best applied to a limited segment of a comprehensive career education program, as the total program is too complex to deal with in a single effort. Limited segments may be referred to as strategies. The process is best applied to strategies such as preparing a primary career education resource kit, developing a series of exploration activities for junior high students in various career fields, or developing a community experience program for high school students. The curriculum development process which follows should help answer the following questions:

- What are the specific objectives for a particular strategy?
- What activities should be employed in the strategy?
- How and where does the strategy fit into the ongoing curriculum?
- What instructional materials are to be incorporated into the strategy?

- Who will teach the strategy?
- What community resources are required by the strategy?
- How much time is needed to allow students to attain the objectives?

The process has several important steps, including conducting a needs assessment, developing the program materials, pilot testing the strategy, and installing the strategy.

Conduct a Needs Assessment. The needs assessment should result in an instructional design for a career education strategy. The first step in needs assessment is to establish parameters for the study. For example, a needs assessment related to exploration of the communications cluster may include the entire cluster or only a part of it. The study may revolve around the television industry only or it may involve television, radio, print media, and telephone/telegraph. The scope established will determine the audience for the assessment as well as the parameters of the strategy that results.

Once the parameters are established, planning the specific information to collect should be done. Deciding on the techniques to be used in collecting the information is also important. The information to be collected generally falls into the following categories:

- Is the strategy important?
- What are the student needs and backgrounds related to the strategy?
- What should be accomplished by the strategy?
- What is currently being done related to this strategy?
- What should be done related to this strategy?
- What types of support (instructional materials, in-service preparation, and administrative support) are needed to deliver the strategy?

The techniques for data collection in a needs assessment are the same as those recommended in the planning chapter, including individual and small group interviews, testing of students and/or staff members, and written questionnaires. The specifics of the information and the techniques will depend upon the strategy under consideration.

Establishing the population from which information will be gathered is another important phase of conducting a needs assessment. The populations generally useful in collecting information include students,

teachers and other staff members, administrators, parents, and representatives from the community at large. The specific population must be planned to fit the intent of the needs assessment and the nature of the strategy under consideration.

Having planned the specific information, the techniques to be used, and the population to be involved, it is possible to organize and conduct the study. Instrumentation must be developed as needed, individuals must be identified and arrangements made for their involvement, and staff members must be prepared to conduct the assessment. After the study has been conducted, the data should be compiled and analyzed in preparation for developing strategy specifications.

Design the Strategy. Preparing specifications for a strategy is an important step in meeting the needs of students and staff. The specifications should be based on the data collected during the needs assessment as well as a review of the literature related to the strategy under consideration. The specifications will frame the overall intent of the strategy and point up its place in the curriculum. The nature of the activities to be incorporated in the strategy, the nature of instructional materials to be collected and/or prepared, and the nature of additional support needed for installation are also included. The categories of information in a set of specifications follow.

- Focus of the Strategy. This part of the specifications should lay out in one or a few simple statements the major purpose or purposes of the strategy. For example, a junior high school language arts based strategy may have as its primary purpose to facilitate student self-awareness. A secondary purpose may be to broaden perceptions of both world of work and educational opportunities. In a primary level career education strategy, the major purpose may be to involve students in social interaction in a variety of contexts. Secondary purposes may include such items as making students aware of places in the community where people work and involving students in a variety of work-like situations in the classroom.

- Student Outcomes To Be Attained. The outcome statements should not be specific performance objectives. The student outcome statements are to guide the detailed development of the strategy rather than to give specific details about the content and activities to be used. In a junior high strategy, for example, the outcomes may be for students to develop a definition of the term career, to gain further insights into their interests and values, to recognize the full range of educational opportunities available subsequent to leaving secondary education, to recognize the variety of work opportunities available, and to group work opportunities according to several clustering systems.

- Place in the Curriculum. This category of information simply places the strategy into the existing curriculum. It points up ongoing units and activities to which the strategy relates, and it identifies existing curriculum experiences that the strategy may replace. This specification should leave no doubt about where a particular strategy will fit into the ongoing program and how it will be worked into that program.

- Nature of the Activities. In this category of the specifications, the type of activity to be incorporated into the strategy should be described. Such items as active versus passive activity, inductive versus deductive approaches, and a variety of activity types should be stated.

- Nature of Instructional Materials. This part of the specifications should include information about the completeness and comprehensiveness of instructional materials and resources to be provided to teachers and schools. The use of commercially available materials appropriate for use in the strategy, the organizational patterns to be accommodated, and the teaching and learning styles to be accommodated by the format of the instructional materials are all important.

- Nature of Support for Installation. This specification should answer the question, "In addition to instructional materials, what support is needed for successful installation of the strategy?" The amount and type of in-service to be given, the nature of any administrative adaptations required, the description and extent of any additional personnel time required, and the timing and scheduling for installation should be described.

A teacher and/or administrator reading the general specifications should get a good feeling for what the strategy will be like when it is completed. They should also be able to tell immediately what justifies each of the specifications. If thoroughly done, the specifications will become the criteria for conducting a logical evaluation of the completed strategy.

Validate the Specifications. This step involves taking the data gathered through the needs assessment study and the specifications to one or several groups of the individuals who have been involved in the needs assessment to date, having them review both the data and the specifications, and having them determine whether the specifications reflect the information contained in the data. This step is extremely important in assuring the acceptability of the strategy by the students, staff, and community when it is completed.

Develop the Strategy. It is in the development phase of the process that enough detail is added to give precise meaning to the specifications. The strategy should be described in writing so clearly

that any professional staff member can understand the strategy and successfully deliver it to students in their classes. The content and objectives for the strategy should be set, the activities should be identified and described in detail, and audio-visual and other resources should be identified and described. Several important steps must be taken in order to ensure a quality, effective, and useful strategy.

- Review Related Curriculum Materials. One of the early steps to be taken is to identify, collect,and review all of the curriculum materials related to the strategy. A thorough search should be conducted because use of existing curriculum materials and ideas is more efficient than creating new ones. It is important, however, that only materials and ideas that exactly match the intent of the strategy be used.

- Review Commercial Materials. It is equally important to review as many commercial materials as are available. Use of commercially made materials is also more efficient than making new ones, provided the commercial materials fit exactly the intent of the strategy under development. It is important that the commercial materials not structure the content or activities in the strategy. Rather the strategy should be structured by the professional staff and the commercial materials fitted into the strategy.

- Conduct Conceptualization Conferences. This is a crucial step in creating effective strategies. It is through the conceptualization conferences that specific objectives and content are determined and that the activities to be used in the strategy are identified and briefly described. A conceptualization conference should be held for each of the major segments of the strategy, and professional staff, both central and school, as well as students and community members should be involved in the conferences. After a conceptualization conference, a detailed outline of the content, a set of performance objectives, a comprehensive list of possible activities, and descriptions of the most appropriate activities are completed.

- Set and Verify Format for the Instructional Materials. One of the most important and least thought about steps in curriculum development is establishing a format for materials. A good deal of editorial and revision time will be saved if a usable format is established before detailed writing is completed. Deciding on the topics to be included in the materials, the organization and sequencing of the topics, the level of detail to be achieved, the types of materials to be included for both teachers and students, and visual appearance of the materials should be

established before detailed writing begins. Samples of the instructional materials should be prepared and reviewed by the people who will use them. Adjustments to the format subsequent to the review will help guarantee acceptance and use of the materials when they are completed.

- Prepare Curriculum Writers. Having established the specific content objectives and activities through the conceptualization conferences and having set and verified a format for the instructional materials, the next important step is to prepare the writers who will detail the instructional materials. The writers should be well schooled in the concepts to be covered, the objectives to be attained, the format to be used, and the editorial style that will appear in the final materials. The preparation should include practice writing with review and comment by the editorial staff who will work with the materials. The goal is to prepare the writers so well that little editorial and revision work will be needed prior to pilot testing the materials. It should be emphasized at this point that commercial materials can be interwoven with materials that are created for a given strategy if proper permission and credit procedures are used. Use of commercial materials, if they fit, should be encouraged.

- Collect and Edit Manuscripts. Having prepared the writers to do their work, this step involves making specific assignments, scheduling the work of writers, collecting their work, and editing the manuscripts into final form.

- Complete the Final Preparation of Teacher and Student Materials. This step involves completing the design and layout of all teachers guides and student materials including doing any of the illustration associated with the materials. It also includes completing any photographic work necessary and doing any recording required. When this step is completed, the originals of any printed materials, visuals, and audio portions of the program should be available for reproduction.

- Duplicate and/or Purchase Materials and Supplies. This final step in the development phase involves having any printed materials duplicated, duplicating any audio-visual materials that have been created for the program, purchasing any commercial materials that have been incorporated into the program, and purchasing all of the miscellaneous supplies and materials needed to conduct the pilot test of the strategy. No detail should be left unattended in this step. It is extremely important that all of the materials and supplies be available in order for pilot testing to be accurately conducted.

Pilot Testing. The purpose of pilot testing is to discover whether or not the activities and materials are appropriate for the intended student and staff audiences. Through pilot testing it is possible to find out if the materials are easily usable, interesting, and valuable to staff and students. It is also possible to find out if the activities and materials are interesting to students and whether or not the students can successfully complete the activities as designed. The data to be collected during pilot testing is primarily formative in nature. That is, the data should reveal any weaknesses or inconsistencies. A secondary purpose for pilot testing is to discover how to correct the deficiencies. Another secondary purpose for pilot testing is to discover whether or not students accomplish the intended objectives.

Field Testing. The major purpose of field testing is to discover whether or not the program causes students to accomplish the intended objectives. The nature of the data is summative. That is, the data collected should be primarily student performance data, and they should reveal the degree to which students achieve the objectives. A secondary purpose of field testing is to reveal any additional minor adjustments that should be made in the program to make it even more effective in delivering upon the objectives. Information from field testing should facilitate decisions on whether to and how to install the strategy.

Installation. Installation is the final step in the curriculum development process. The purpose is to install the strategy in the classroom, schools, or school districts involved in the development process. Installation should cause the strategy to become a permanent, regular part of the curricular program. Installation may be a minor process if development is taking place in a single school or a very small school district. It can be a major undertaking if development is taking place in a large school system or a group of school systems involving several schools and many teachers and students. Installation is a critical step in making the strategy permanent. If installation is poorly done, the strategy may become one of a number of fads that come and go in education. If installation is done properly, the strategy will become a permanent part of the curriculum program for students. Several steps are important in installing a new and/or revised strategy.

- Plan the Approach. Planning and organization for installation is critical. Assembling all of the instructional materials needed, determining and providing in-service preparation for staff members as required, and scheduling the installation so that it agrees with the resources available to the school or school district are all necessary. The installation plan should be reviewed by administrators and other staff members and approved prior to beginning the installation.

- Scheduling Installation. Determining exactly when the installation will take place is also important. Installation should be done in only as many schools as can be supported

at a given time. Specific scheduling will be determined by staff available to conduct in-service, resources available to purchase materials and supplies needed, and readiness on the part of school staff members to receive and install the strategy.

- Monitoring and Troubleshooting. As a strategy is installed in a school, it is necessary to have personnel available to monitor the installation and to work with staff members in solving any minor problems associated with installation of the strategy. Asking school staff members to install a program without adequate supervision and assistance will result in disenchantment with the strategy and failure in installation. It is only after the installation in a particular school is complete that supervision and assistance can be reduced.

A curriculum development process that results in lasting change in the nature of an instructional program is difficult and time consuming. Instant change is impossible. Adequate time, resources, and involvement are essential to achieve the overall goals of career education.

Curriculum Products

By far the major portion of the products developed by the New York State career education projects are curriculum oriented. The products generally fall into three categories; products that tell how to develop curriculum, teacher-made curriculum materials, and guides to commercially available career education materials. One example of the first category is Career Education Infusion Techniques for Instructional Units. The listing of exemplary materials in the second category is long. It follows:

- Career Education Infusion Models: Special Education, K-8
- Career Education Modules
- Career Cluster Planning Guides
- Career Education Teachers' Guides
- Niagara-Mohawk's "Career Wagon"
- Life-Centered Curriculum
- What Would It Be Like If...Christopher Columbus Discussed His Life, His Explorations, His Discoveries With You?

Products that describe commercial materials are Resource Guide to Commercially Produced Career Education Teaching Material, Preview of Occupational Films, Career Education Resource Materials, and Encounter: Individuals and Their Work. All of these exemplary products are described in Appendix D.

GUIDANCE

If career education is to be comprehensive, it must involve all subject areas, all school personnel, and all available community resources. A comprehensive career education program would link learning in school to living and functioning in the world outside the school building. Ideally, this type of effort would enable students to emerge from formal education with the insight, skills,and goals to begin working toward a satisfying, productive career. In order to facilitate career development through the educational system, the school guidance department must play a pivotal role.

In most schools today the guidance program provides three areas of counseling services: educational, career, and personal-social. Educational counseling encompasses current course planning as well as information and planning for future academic or skill training. Career counseling assists students in assessing their interests, values, and aptitudes and in relating these characteristics to existing career opportunities. Personal-social counseling guides students toward more successful interpersonal relationships through the development of better feelings about self and others.

In order to accomplish these tasks, the individual counselor is usually assigned students on a case-load basis. It is not unusual for a counselor to be assigned three or four hundred students. Students are grouped with counselors either on a grade level basis or alphabetically across the secondary grade levels. Such arrangements are found in both junior and senior high schools. However, elementary school counselors act as generalists. They answer all counseling needs of the entire student body.

Because of the wide range of counseling and administrative responsibilities assigned to counselors and because of the heavy student load, it is virtually impossible for counselors to reach students for comprehensive career guidance and planning on an individual basis. Therefore, the newer direction for counselors at all levels points towards more involvement as resource persons to classroom teachers. Counselors can guide and advise teachers on the best methods of approaching problems arising within their classrooms. Counselors can also share their special skills with all members of the school staff in areas such as behavior modification, values clarification, group dynamics,and interests and aptitude testing. It is through service as resource persons that counselors can extend themselves and fulfill the career guidance and planning needs of a greater number of students.

Relationship Between Guidance and Career Education

There are many similarities between guidance and career education. Both recognize the need for personal-social, educational, and career

counseling. Both affirm the need for growth and maturation of the whole person as a foundation for career development. Guidance and career education recognize that career development can be attained only through its interrelationship with personal-social development. It is these two major developmental areas that cause individuals to move toward maturity. And finally, both guidance and career education recognize that the process of facilitating student career development must include career awareness, exploration, and preparation along with interest, aptitude, and values clarification, decision making skills, and the ability to pursue a satisfying career.

There are also several differences between guidance and career education. Perhaps the best way to distinguish the difference between the two is by considering guidance as a service and career education as a concept. Guidance provides services as they relate to personal-social, educational, and career counseling. Career education is a much broader concept that involves activities throughout the curriculum as well as within the community outside of the school building. Career education is rooted not only in the career development process but also in the teaching-learning process and extensive use of community resources. All of the above areas contribute to the total preparation of individuals for productive and satisfying lives.

Role of Guidance Staff in Career Education

The development of a comprehensive career education program in schools demands the commitment and involvement of the entire school staff, including teachers, counselors, media specialists and librarians, and administrators. This section will address the role of courselors and other guidance personnel in career education.

Resources to Teachers. In recent years, counselors have been able to serve as resource persons to classroom teachers and students. The assistance they provide to instructional personnel may include such items as joint planning of classroom experiences, periodic appearances in the classroom, and conducting short and long term career development units in cooperation with teachers. An example of a joint planning effort is counselors cooperating with social studies teachers to plan for the integration of job market data into their ongoing social studies program. The social studies teacher would actually conduct the instructional experiences. An example of an occasional appearance is counselors making a two-day appearance in classrooms to discuss the result of aptitude testing with high school juniors. Counselors can also plan and conduct instructional units in cooperation with teachers. An example of this is a high school guidance staff cooperating with the language arts teachers to gain access to sophomore students in the required communications course. The counselors planned a career development program lasting one period per week for 16 weeks and actually conducted the unit within the

language arts program. This type of participation by the counseling staff was of benefit to the language arts teachers because it provided additional time for the language arts teachers to do individual and small group work for the sophomore students.

Development of Community Resources. The counseling staff is in an ideal position to build up their role as the liaison between the school and community resources. Counselors have the flexibility within their daily routine to make contacts in the community. And some of their daily functions, such as job placement, require that contacts be made. The liaison role can be built up by counselors participating in community/citizen advisory committees, service clubs, Chambers of Commerce, and professional and trade associations. Involvement in all community organizations will open doors to participation by students in community activities and participation by community resource personnel in school activities and experiences.

Career Resource Center

A career resource center is a critical part of a comprehensive career education program. Counselors, in cooperation with media specialists and librarians, can provide the leadership in establishing and operating a career resource center within a school or school district. The career development of individuals can be facilitated by a career resource center that supports curriculum efforts, guidance services, educational placement, and job placement. Examples of items that support curriculum activities follow:

- information to facilitate community involvement experiences (list of places that allow tours and field trips, lists of places that allow short and long term internships, and lists of speakers);
- audio-visual information (films, tapes, records, slides, transparencies, filmstrips, video tapes, displays, and other items);
- printed material (Dictionary of Occupacional Titles, U. S. Census Occupational Classification, Job Guide for Young Workers, Counselor's Guide to Occupational Manpower Information, Encyclopedia of Job Descriptions in Manufacturing, Occupational Outlook Handbook, Career Guide for Demand Occupations, Standard Industrial Classification Manual, Career Opportunities, Armed Services Guide, and other items).

In addition to the items listed above, two other items can be of assistance to guidance personnel. They are:

- test data (aptitude, interest, achievement, personality and other tests);

- cumulative records (attendance, health, family, grades and averages, courses, work and career experiences).

Several other items can assist in educational placement efforts. The listing follows:

- general printed materials (Accredited Higher Institutions, Accredited Institutions of Higher Education, College Blue Book, American Junior Colleges, Colleges Classified, Directory of National Associations of Trade and Technical Schools, Directory of Vocational Training Sources, Guide to College Majors, A Guide to Organized Occupational Curriculum in Higher Education, Lovejoy's College Guide, National Directory of Schools and Vocations, New American Guide to Colleges, S.O.S. Guidance Research Information Booklets, and Technician Education Yearbook);

- college catalogs (programs available, entry requirements, costs and fees, scholarships and other financial assistance, and general descriptions).

Finally, several items can be of assistance in job placement. A listing of some items follows:

- lists of job requirements (attitudes, traits, interests, abilities, and other items);

- labor force information (size, composition, demand, location, sex, age, distribution, and grouping);

- labor market projections (work trends, labor supply, population changes and projections, and needs for goods and services);

- information on essential and critical occupations;

- lists of part-time and full-time jobs available in the community;

- descriptions of local and state departments of employment services and procedures.

Individual Services. The counselor must continue to provide individual services in the areas of personal-social, educational, and career counseling. It is critical that students have a person who can assist them in solving personal as well as career planning and development problems. This has been a strong component of guidance programs and must continue to be so.

Processes for Improving a Career Guidance Program

Guidance and counseling programs are ongoing in virtually every

school district throughout the country. Because of this fact, the task is not to create career guidance programs, but rather to improve existing guidance and counseling programs. The processes necessary for improving existing guidance and counseling programs are not dissimilar from the processes elaborated upon in the curriculum section. Details from the curriculum development processes should be adapted as the following steps are taken to improve guidance and counseling programs.

- Conduct a Needs Assessment. Through the needs assessment, student, staff, and community opinions about the need for various guidance services can be discovered. Additionally, the ongoing program can be studied to determine which of the needs are being served currently. The needs assessment should result in a priority listing of important needs for guidance services as well as a comprehensive description of the services currently offered.

- Set Priorities for Improvement. With the prioritized list of needs and the description of current services, it is possible to determine the needs areas that are being served poorly. The high priority need areas that are unfulfilled should become the priority areas for improvement.

- Design Improvements. After the priorities have been established, specification for the new services should be prepared. The specification should include the major purposes of the service, the organizational and operational details of the service, the audience or audiences to be served, and the resources necessary to provide the service.

- Assign Responsibilities for Action. Changes and improvements in guidance programs will not happen unless staff members are assigned responsibility for making the changes and improvements. This may involve changing or even dropping some of the usual responsibilities assigned counselors, such as individual counseling with problem students and work on constructing school schedules. If the newly identified priority services are important, the changes in current assignments is justified.

- Complete the Task. This step is where the assigned personnel apply resources to establish and provide the newly identified priority service. This is comparable to the development phase in curriculum.

- Evaluate Results and Recycle. Any new services should be provided on a pilot basis first. Evaluation procedures should be established to determine whether or not the service as designed is fulfilling the needs identified. Modifications to the initial version of the service may be necessary in order to make it function effectively and efficiently.

The guidance staff must play a pivotal role in career education. Currently offered guidance services must be studied in conjunction with the career development needs of individuals. Current programs must be improved to fulfill the career development needs of students even if this means dropping or modifying some currently offered services and relieving counselors from some responsibilities that they currently have.

Products for Career Counseling

Development of and improvement of career counseling programs has been given some priority over the past several years in New York State. Some career education projects have placed an emphasis on guidance and counseling and have produced some exemplary products. The following products will be of assistance to others who want to improve or develop career guidance programs: Career Guidance Needs Assessment of Rockland County, Career Guidance and Placement in a Career Education Program, and Career Guidance in the Classroom. Descriptions of these products are found in Appendix E.

IN-SERVICE

In-service programs are critical in gaining the staff involvement in delivery of career education to students. To meet the needs of the diverse staff population, in-service programs must be phased. An initial phase is that of creating awareness of the career education concept. This is the stage at which staff members are exposed to the benefits of career education and are brought to a level where they are willing to begin exploring the concept. The second phase is an exploration phase where staff personnel begin their involvement on a very limited basis. They try a few activities in the classroom, have a few students come in to their business establishment, or generally become involved in a very limited way. The third phase is full participation by staff members. This means that individuals not only recognize the benefits and have explored a few activities, but they now know in depth what career education is about, understand the career development process that all persons encounter, and have fully implemented career education experiences into their ongoing programs.

Career education must provide the assistance needed by all of the career education team members. When leaving a comprehensive career education in-service program, professional staff members should have ideas about what should happen because of career education, the products that they need to deliver career education in their setting, and the services needed to support their program efforts.

In-service programs should take many forms. There should be meetings to cause awareness of the concept and to promote interaction among professionals and community personnel. There should be workshops in which career education team members become involved in detailed planning and development activities. In-service programs should include demonstrations by outstanding personnel in school and community settings. And finally, in-service should extend into the specific setting and provide needed support and service within that setting. Observing and critiquing a classroom teacher by a career education specialist, a 30-minute discussion between a teacher and a community resource person, and a career education specialist supplying new career education materials are all examples of this form of career education in-service.

And finally, career education in-service programs must have adequate depth if they are to succeed in reorienting school and community staff members. Some career education in-service programs should present a very general background, the benefits of career education, and very simple starter activities in which teachers can become involved. But this level of depth is not adequate if career education is to remain and

grow after the initial glamour and extra financial support is no longer available. A full understanding of the career education concept along with its supporting theories and evidence are essential. Going beyond the simple starter activities to activities and strategies that pervade the school experience and provide students with adequate exposure and participation are necessary. And finally, full belief in the benefits of career education and the necessity of career education for all youth regardless of their career goals and aspirations must be attained through in-service programs.

The remainder of this chapter on in-service education will be devoted to three topics: content of in-service programs, audiences for in-service programs, and processes for establishing career education in-service.

Content of Career Education In-Service Programs

Career education in-service programs have been ongoing for well over five years. They have been aimed primarily at phase one, awareness of career education, and phase two, beginning exploration of career education activities. In-service programs must now begin to mature and add depth and scope to the content of the programs. The content of in-service programs will vary according to the level of sophistication within a school system and community. However, every in-service planner should consider a full range of possible content as programs are established. Brief discussions of several content areas follows.

Need for Career Education. This content category should include a study of the conditions that point up the need for change in our educational systems. The facts that many persons who leave schools are deficient in basic academic skills, that students fail to see meaningful relationships between what they learn in school and what they do when they leave school, that the educational system best meets the needs of those few students who will become college graduates, and that many persons leave both secondary and collegiate levels of education unequipped with vocational skills, self-understanding skills, career decision-making skills, and inadequate attitudes toward work are reflective of the conditions requiring educational change. A study of the need for career education should also include a look at the evidence which supports the conditions requiring change. In addition, the facts that 30,000 types of jobs will be available in 1980 as opposed to 21,000 today, that by the year 2000, two-thirds of today's kindergarten students will fill jobs not in existence today,

and that the demand for unskilled labor has dramatically declined according to research studies must be included in in-service programs. The potential benefits of a career education program should also be included in an in-service program. Benefits such as reduced dropout rates, higher motivation on the part of students, greater percentages of people with career goals and direction, and greater support for education generally should all be introduced and thoroughly considered.

History of Career Education. This section of an in-service program should begin with a study of the routes and foundations of vocational education. This study can go back into the early centuries to look at the conflict between practical and liberal arts education. Coming through the ages, it is possible to look at the role that work has played in various societies and the methods and techniques that have been used to prepare individuals for their work. In more recent years, it is possible to study the development of vocational education as a program that prepares individuals for specific occupations. And finally, it is possible to look at the emergence of career education as a concept that embraces vocational education but is much greater in scope and content. A study of the formulation of the term career education, the early career education models, and the current thinking about and movement of career education is possible.

Processes for Establishing Career Education. The processes for establishing the career education concept within an educational system and its surrounding community is a topic of extreme importance in in-service programs. Processes for planning, curriculum development, in-service programming, monitoring, and accountability are all important processes for inclusion in an in-service program.

Strategies and Activities for Career Education. This is another extremely important and perhaps the most common topic for in-service programs. This content area should deal with the nature of career education activities for a full range of individuals. Activities for young children are as important to consider as are activities for older students and adults. It is also important to consider activities that introduce students to work and all of the associated concepts as well as those useful in introducing students to self-assessment and values clarification, career planning techniques, and career pursuit skills such as finding work opportunities, applying for work positions, and being successful in work endeavors.

Career Education Instructional Materials. This content area is critical in an in-service program. Participants in in-service programs

should be made aware of as many instructional materials as possible. Participants should be introduced to exemplary teacher-made materials that take the form of curriculum guides, instructional units, and student activities. They should also be introduced to a full range of high quality commercial materials. Audio-visual materials, such as films, video tapes, filmstrips, and slides, as well as printed materials, such as pamphlets, booklets, and books, should be introduced and studied in depth. There is also a wide array of publications from the government. Publications such as the Dictionary of Occupational Titles and the Occupational Outlook Handbook should be included in an in-service program that deals with career education instructional materials.

Community Resources for Career Education. As has been mentioned, it is impossible for educational staff members to deliver a full career education program within the boundaries formed by school building walls. The resources must be stretched outside the school to include the totality of the surrounding community. Community resources are critical and a study of the potential community resources should be included in an in-service program. Looking at the types of community resources that are available, the types of experiences students may encounter in the community, the procedures for organizing and utilizing community resources, as well as the products needed to facilitate use of community resources are all important in in-service programs.

Guidance in Career Education. This in-service topic should deal with the role of guidance and counseling personnel in career education. Included under this topic should also be a study of the relationship between guidance and counseling staff members, teaching staff members, and community resource personnel. Types of career counseling programs, including group and individual, should be studied in depth.

Adapting Career Education for Special Groups. In order to meet the needs of all individuals, it is necessary to present special sessions on how to adapt the general concepts of career education to specific, special groups. Groups such as minorities and the handicapped have special needs that may not be met through typical career education programs. And career education programs should do as much as possible to reduce stereotyping associated with career choice and pursuit. In-service sessions should be planned that deal with specific techniques for delivering career education to these and other special populations.

Evaluating Career Education. No in-service program would be complete without dealing specifically with the evaluation processes and techniques. Sessions on how to evaluate and improve the processes used for implementing career education, the content of career education, and student outcomes for career education programs are all necessary.

The content of in-service programs must be well planned and go far beyond a surface treatment of a selected few of the content areas described above. Phase 1 (awareness) in-service can be reasonably shallow

on some topics. But in order to gain full staff understanding and participation, in-service programs must go far beyond training in a few classroom strategies and techniques. Career education team members must be fully educated relative to the career education concept. They must fully understand the need for and background of the career education movement as well as have a firm understanding of how individuals develop their careers and the strategies and techniques for facilitating individual career development.

Audiences for In-Service Programs

In-service planners should consider including all of the above content areas in their programs. However, the specific topics to be included as well as the focus of the in-service program and the level of depth relative to a particular topic will depend upon the needs of the audience for which the program is being planned. Most in-service programs have been planned to meet the needs of classroom teachers. They deal primarily with a brief review of the need for career education and activities and strategies for use in the classroom. In-service planners must now become aware of a more diverse audience. They should consider all of the staff and resource persons needed to implement a career education program fully. In planning a comprehensive in-service program, planners should consider the following personnel:

- administrators, including Board of Education members, superintendents, principals and other building administrators, and staff administrators such as curriculum directors and coordinators;
- teachers, including pre-school elementary, secondary, and post-secondary teachers in all subject areas;
- guidance personnel, including directors, counselors, psychologists, and psychomotorists;
- librarians and instructional media specialists;
- community resource persons, including work experience site supervisors, speakers, and other community volunteers;
- parents;
- students.

A well planned in-service program will take into consideration the audience as well as the content of the program. The needs, interests, and capabilities of the target audience should guide selection and development of the topics to be included in any in-service program.

Processes for Implementing In-Service Programs

Planning and implementing a comprehensive in-service program is similar to the process used for planning and implementing instructional activities for students. That is, the in-service planner should conduct an overall needs assessment and prepare an overall in-service plan that deals with all audiences and all content areas that are important to career education in the particular district and surrounding community. Subsequent to creating the comprehensive plan, in-service planners should set priorities in terms of target populations and objectives, and then systematically prepare and implement programs according to the priorities established. If the priority objective in a given school district and community is to create an awareness of the need for career education on the part of all school staff members, community resource personnel, the community at large, parents, and students, the planners should design a campaign to accomplish the specific awareness objective. If a second priority is to get elementary teaching staff members to try out selected career education activities, the planners should design a program that will specifically accomplish that objective. In-service planners should proceed from priority to priority to establish a comprehensive in-service program. Specific procedures for planning and implementing comprehensive in-service programs will be discussed briefly.

Conduct a General Needs Assessment. The first step in establishing a comprehensive in-service program is to discover the needs of all staff and community personnel to be associated with the career education concept. It is also essential to discover the attitude of parents, students, and the community at large relative to the need for and support of career education. The content of a comprehensive needs assessment includes both attitudes toward and knowledge of any and all of the content areas described above. For example, a needs assessment should reveal attitudes toward the need for career education, as well as knowledge of the evidence which supports the need for career education. A needs assessment should reveal attitudes toward particular types of career education activities as well as staff competencies in delivering such activities.

A wide variety of techniques should be used in collecting needs assessment data. Some data can best be collected through use of questionnaires, while other data will require collection methods such as testing, observation, and individual and group interviewing. The four major considerations that should be made in planning a comprehensive needs assessment are the questions to be asked, the audiences to be addressed, the resources available, and the data collection techniques to be used.

Establish Objectives and Priorities. Information obtained from the needs assessment should reveal the status of career education in a given locality. It should reveal staff and community attitudes and knowledge as well as staff capabilities to deal with career education strategies and activities. The needs assessment should also result in the in-service planner knowing the status of implementation within the locality. With the needs assessment data available, the in-service planner should

be able to establish priority areas for in-service programs, the audiences which each priority area should address, and the specific objectives for each of the in-service programs. For example, if the needs assessment reveals that school staff members and the community at large have a relatively negative attitude towards career education and it reveals that they are not acquainted with the evidence which supports the need for career education, the top priority for in-service programs should perhaps be to acquaint both staff members and the community at large with the evidence that supports career education thus eliciting their interest in and support of the concept. If, on the other hand, the needs assessment reveals that there is a relatively positive attitude toward career education on the part of both staff members and the community at large, the top priority should not be to plan an overall awareness program aimed at general audiences. In a third instance, the needs assessment data may reveal a positive attitude on the part of the community at large but a negative attitude on the part of the professional staff. In this case, the priority may be an awareness program designed specifically to introduce staff members to the evidence supporting the need for career education and to elicit their support for the concept. Thus, from the needs assessment data, it is possible to determine all of the in-service programs to be delivered, establish priorities among the in-service programs, and establish specific objectives for each of the in-service programs to be delivered.

Design the Programs. After the programs have been determined and priorities and objectives established, the in-service planners should go about designing the priority programs. Designing an in-service program is no different from designing an instructional program for students. Detailed objectives must be established, the strategies to be used in accomplishing the objectives must be determined, the resources to be used in delivering the program must be identified, and techniques must be determined for use in evaluating the success of the in-service program. There is a great temptation when planning in-service programs to avoid detailed planning in favor of preparing scant outlines. This temptation should be overcome because the quality of the in-service program delivered will result in the acceptance and commitment that individuals will have to the career education concept. The in-service program is the method of capturing, expanding, and using both professional staff and community personnel. It must be done thoroughly and well.

Well planned career education in-service programs should have written, detailed objectives for the program, a comprehensive content outline, detailed description of every activity for every segment of the in-service program, and a comprehensive listing of resource materials to be used in the program. The guide for each in-service program should have enough detail so that the program could be delivered by any of a number of individuals. The guide should not be so intimately tied to a particular person that the program will diminish if the person leaves. Included in the in-service program guide should be the rationale for the program, the organizational patterns and procedures, and the operational details of each aspect of the program. These are,

of course, in addition to the objectives and other items mentioned earlier. Preparation of the in-service program guide culminates the planning effort.

Organize and Conduct the Program. This is the step in the implementation process that requires actually carrying out all of the processes and procedures established during the planning segment. It involves recruiting the participants, arranging for facilities and equipment, collecting all of the resources required by the program, conducting all of the activities as described in the guide, and winding up the program by relinquishing space and returning all borrowed materials and equipment.

Evaluate the Results. The final step in implementing in-service programs is to evaluate the results of the program. During the planning process, evaluation procedures and instruments should have been developed. Data should be collected to discover whether or not the intended objectives were accomplished. The evaluation should take place immediately after the in-service program is completed, and it should include follow-up studies during subsequent weeks, months, and perhaps years. The specific nature of the evaluation effort will be determined by the objectives of the particular program. If the objectives relate to knowledge, tests may be in order. If the desired outcome is commitment to the career education concept, attitudinal measurement may be appropriate. If skill in delivering career education experiences is the objective, classroom observation may be the appropriate technique. The evaluation should lead to modification of the in-service program to accomplish desired outcomes better.

This entire chapter has dealt with getting people involved in the career education concept. People have always made the educational system, and people will make or break career education as a significant concept. Planning and implementing programs to maximize the commitment to and competency in career education is perhaps the most important task confronting career educators. In-service programs must not only convince educators and community personnel of the importance of career education, but it must also provide critical personnel with the tools, materials, and support they need to implement the career education concept. The success of career education is dependent upon well planned and well executed in-service programs.

Products Resulting from In-Service Programs

Planning for and conduct of in-service programs usually results in some product. The products range in quality and comprehensiveness from simple content outlines to detailed guides for in-service courses. Some districts have prepared guides that include virtually all of the critical sections, such as objectives, strategies and activities, resources, and evaluation. Other districts have done far less. Examples of products that have resulted from in-service efforts in New York State are:

Career Education In-Service: A New Educational Focus Is Needed, Guidelines for Orientation to and Implementation of Career Education, and Career Education In-Service Course, Yonkers, New York. Descriptions of these products are contained in Appendix F.

COMMUNITY INVOLVEMENT

For career education to be effective, a new kind of coalition must be formed to energize and broaden public education. The need for such a coalition is based on the idea that we can no longer confine the process of education to the classroom. Instead, we should expand outward into our communities; we should use the resources and talents of organizations and people in every sector to better inform and equip young people and to help educators in the total educational process.

A community involvement program must be designed to bring together public and private employers, organized labor, education, and government in an ongoing, collaborative effort to help young people identify and prepare for careers that will be rewarding to them. It must be designed to give educators and students better access to the resources of our community and to provide new opportunities for student motivation. A community involvement program must be designed to provide a new resource for overworked and understaffed counselors, help for administrators who are faced with a tough new order of management problems, and a new resource for the classroom teacher who is confronted with the daily problem of making educational experience more consistent with the realities of the environment in which we live and work.

Sources

Traditionally, as educators have thought of community resources, they have thought primarily of the private sector. That is, they have thought of private business establishments as the primary community resource. While private enterprise is an important community resource, it is neither the only employer of workers found in the community nor the only community resource available to school personnel. As school personnel plan community involvement experiences, they should consider at least the following sources.

- Private Enterprise. This would include retail outlets, manufacturing establishments, personal services businesses, instruction enterprises, banks and other financial institutions, agricultural enterprises and other natural resource related businesses, transportation industries, communications related businesses, and recreation and entertainment enterprises such as travel agencies, hotel-motel businesses, and others.

- Organized Labor. This category includes all major labor organizations such as the AFL-CIO, construction trade unions, and others.

- Governmental Agencies. This category includes a wide array of

governmental agencies such as the legislature, state and local government agencies, governmental supported educational agencies, environmental protection agencies, health and welfare agencies, employment service agencies, and land use and reclamation agencies. Consideration should be given to governmental agencies supported at the national, state, and local levels.

- Service Groups. Groups such as Rotary, Kiwanis, and Exchange Clubs are included in this category.
- Church Groups.
- Community Action Groups.
- Professional Associations. This group includes the National Management Association, Associated General Contractors, Society of Mechanical Engineers, and others.

In order to make community involvement experiences available to students with widely varying interests and ambitions, it is essential that community organizations representing all facets of the world of work be contacted and organized for use by school personnel.

Types of Resources

The array of potential community resources is great. The specific resources that each agency is willing to provide may also be great. In establishing a community involvement program, school personnel should consider asking community agencies for the following resources.

- Printed Materials. Many companies have brochures and/or booklets describing their agency, the products or services provided by their agency, and the people who work for the agency.
- Resource Persons. Community agencies may be expected to provide individuals to speak to groups within the school, to speak to groups in their establishment, to conduct mini-courses, and to be available for interviews by students.
- Stations for Exploration/Preparation Experiences. This resource includes places where individuals or groups can go into the community for a wide array of experiences. The nature of the experiences will be discussed below.

In planning a community involvement program, school personnel should contact and organize a wide range of community agencies for the effort. It is also important that community agencies be asked to provide various types of resources as indicated above.

Types of Experiences

The two most common types of experiences involving community resources tend to be field trips to an establishment and having speakers for classes or career days. While these two are important types of community involvement experiences, they fall far short of being the most meaningful. The following list describes many community involvement experiences which can be planned and conducted by school personnel.

- Speakers. This category includes having individuals come into the school building to speak to a class or a group of interested students. The duration is typically one class period and involves discussion of the speaker, his/her background, his/her occupation, and other pertinent information. The speaker may cover a topic as broad as a total industry or the speaker may be as narrow as his/her job.

- Career Day. This experience tends to be a total school activity. Career days are organized so that various speakers are asked to come at a common time and represent the industry in which they work. Students are asked to select two or three industries in which they are interested and to attend the sessions for the industries they select. Each industry representative usually gives a brief presentation on the industry and then students are allowed to ask questions about the industry.

- Mini-Courses. Individuals from community agencies may be willing to come into the school to teach mini-courses related to their occupation or industry. Examples of such mini-courses include a short seminar on business management, a mini-course on advanced welding techniques, and a mini-course on lifestyles of artists.

- Field Trips. This is the usual type of community involvement experience. It includes taking as many as thirty students to an establishment and having them tour the entire operation within a one or two hour period.

- Intense Observation. This is an experience where an individual or a small group of individuals may be assigned to a company or to a department within a company for several days to observe and/or take part in the day-to-day activities of the agency or department. It involves several full days of observation and/or participation. This gives individuals an opportunity to explore in depth the many occupations found within a company or a department.

- Day on the Job. This experience involves individual students being assigned to a person with whom they can spend a full day on the job. Contact is made, the experience is organized, a

day is spent on the job, and his or her experiences are shared with others at the school.

- Interview Trips. This involves an individual or small group of students lining up several workers in one or more agencies to interview them about a particular occupation or group of occupations. In this instance, the exploration experience involves talking with people about their work as opposed to watching them work.

- Internships. Internships include assigning individuals or small groups to a company or an individual within a company for a period of several weeks. The time may be as short as two weeks full time or may go as long as one semester. During an internship, the participants become involved in the daily routine of the individual or department to which they are assigned. It is intended to be a participatory experience rather than observation only.

- Part-Time and Summer Employment. This is the typical part-time work experience. That is, individuals find employment after school, on weekends, or during the summer. This type of experience should be followed by an evaluation session to help participants determine the effect of the work experience on his/her future.

All of the types of experiences mentioned above are feasible. Only the imagination of school personnel limits the array of community involvement experiences possible.

Organizing Community Involvement Experiences

Because community involvement experiences require participation by individuals outside the school, they take a good deal of planning and organization. There are many steps that must be followed and many considerations that must be made if a community involvement experience is to be successful. The following steps should be completed as one prepares for a community involvement experience.

- Planning the Experience. Planning for a community involvement experience must include consideration for the purpose of the experience, the outcomes that students will achieve because of the experience, the details of the experience such as the participants, time allocation, and cost, and how the experience will be evaluated.

- Organizing the Experience. Organizing the experience includes making all of the arrangements so that the community involvement experience can take place. Contacting the community agency, identifying student participants, organizing

transportation, arranging for facilities, arranging for meals, getting parent release forms, and arranging for participants to be released from classes are all important as a community involvement experience is organized.

- Preparing the Participants. This is perhaps the most critical task to be completed. It includes preparing both the community agency and the school participants. The community agency should be given instructions on exactly what the students are to gain from the experience and exactly the type of information that should be given to students. It should be stressed to community groups that sales of a product or service or sale of a company is inappropriate. It should be stressed that students are entering the experience to gain information and perceptions about the world of work. Students should be led to understand the purpose of the community involvement experience. They should be assisted in formulating the questions they want to answer as well as the exact nature of the experiences they will encounter. If the participants are not properly prepared, the experience has a minimal chance for success.

- Conducting the Experience. This involves the actual conducting of the experience, and includes such items as supervising the student participants, facilitating introductions of community and student participants, conducting periodic seminars to monitor the progress of the experience, and assisting in the solution of any problems that occur during the experience.

- Evaluating the Experience. Every community involvement experience should be evaluated to determine whether or not it should be continued and/or modified. The evaluation should include student perceptions of the value of the experience, community participants' perceptions of the value of the experience, school personnel perceptions of the value of the experience, and assessment of student achievement following the experience. The evaluation may lead to continuing the experience as it is, modifying the experience to make it even more beneficial, or eliminating the experience.

The above steps have been outlined to provide some insight into the effort required to organize and conduct a community involvement experience. Each step should be done thoughtfully, each contact should be made carefully, and each experience should be well planned, well executed, and well evaluated. The community is full of resources. Through community involvement experiences, the education of young people can be enhanced greatly. The community is open and willing to cooperate, but the community must be dealt with in a thoughtful, well planned manner.

Products to Facilitate Community Involvement

Organizing a large scale, intense community involvement program is a big task. It takes considerable planning and organization to make such a program function smoothly. Several products have been developed that will help individuals organize and operate community involvement programs.

- Community Resources Clearinghouse Publications; This group of publications provides a description of a comprehensive community involvement program. They have information for community organizations that provide the services as well as information for school personnel who would use the community resources. This category of publications typically includes procedures and forms for recruiting and cataloging community resources. It also includes procedures and forms for school personnel to use in requesting the use of community resources.

- Community Experience Planning Guides: This category gives a detailed description of how to plan for a specific type of community involvement experience or several different types of experiences. These publications typically give instructions on how to identify community resources, how to prepare students to take advantage of community resources, how to prepare community resource personnel to work effectively with students, how to organize the experience, and how to conduct and follow up after the experience is over.

- Community Resource Lists; Publications in this category are simple listings of businesses and other organizations that are willing to work with schools in providing experiences for students. Publications in this category usually include the name of the company, the name of a person to contact within the company, and the specific types of services that the company will provide, such as field trips, resource persons for classroom visits, and employment possibilities. Many times the companies included in such publications are categorized into occupational clusters.

Descriptions of several sample products are in Appendix G. The products described are Community Resources Inventory, 74-75, How to Use Employer Resources Inventory, 74-75, Planning Career Field Visits, and Career Education Resource Booklet: Field Trips, Resource People, Employment Information.

PUBLIC RELATIONS

Career education is being identified in more and more communities as a high priority goal area. As with any new program, a public relations program can do a great deal to promote support for the program and positive thinking about the program by the community. The communication undertaken should be open and honest. Communication should be two-way; that is, information regarding the intent and expectations of the community should be collected and information regarding the program should be presented.

Content of a Public Relations Program

The content of a good public relations program can include any information that is relevant to school-community relationships. The specific content of a public relations program will depend upon the maturity of the effort within the local school district. Specific information will change as career education grows and develops. A few of the more important concepts to be included in a public relations program follow.

- Attitudes Toward the Career Education Concept. This content category includes collection and reporting of the feelings of the community at large as well as various populations within the community about the need for and importance of career education.

- Information on the Career Education Concept. This content category would collect information on the perceptions that people hold about career education. At the same time this content category should communicate the perceptions of the career education staff and should facilitate discussion and resolution of perception differences.

- Relationships with Other Program Areas. This content category should reveal the relationship between career education and other program areas. It should reveal where and how career education interfaces with all academic subject areas as well as vocational education.

- Program Information. This category is meant to cause individuals to understand the nature of the career education program. It presents a general overview of the career education program. It provides individuals with perceptions of the comprehensiveness and quality of the career education effort.

- Career Education Activity Descriptions. It is important to let the public know specific details of special career education activities and experiences. Descriptions of special events as well as routine activities should be communicated to the public.

- Resources for Career Education. Through this category of information, the public should be made aware of the amount and nature of the resources allocated to the establishment of the career education program.

- Evaluation Results. The public must be kept informed on the effect of the career education program. Results of evaluation reports should be summarized, put into layperson terminology, and communicated to the community.

Public Relations Methodology

The methodology to be used in conducting a public relations program will depend upon the content of the program and the audience to be addressed. The methodology will also depend upon the amount of resources available for the public relations program. A few of the more common public relations tools are listed below.

- Newsletters
- Brochures
- Media Presentations
- News Releases
- Displays
- Live Presentations
- Interaction with Community Resource and/or Advisory Groups
- Informal Dialogue with Individuals and Groups
- Formal Interviews to Collect and/or Disseminate Information
- Involvement of Many Individuals in Development and Installation Efforts
- Involvement of Career Education Personnel in Community Service and Other Organizations

Processes for Establishing a Public Relations Program

The processes for developing and implementing a public relations program are similar to those used for developing and implementing an instructional program or an in-service program. Ideas from the process sections of both of these chapters should be useful as a public relations program is established. Because of the similarity in processes, only brief descriptions of major steps will be given here.

- Plan the Program. The planning phase includes deciding on the purpose of the public relations program, determining the message to be communicated or the information to be gathered, deciding upon the target audience for the program, determining the approach to be used, and deciding upon the media to be used in conducting the public relations program. When the planning process is complete, every detail of the public relations program should be known and written down.

- Prepare the Materials. This step includes writing copy, designing the products, editing and preparing copy for duplication, and duplicating materials as necessary to conduct the program. This step should be done with extreme care as the quality of the message as well as the visual appearance of the materials will affect the image communicated.

- Conduct the Program. This is the step in which the program is put into effect. Materials are distributed, people are contacted, interactions take place, presentations are made, and other activities are conducted according to the plan.

- Evaluate the Effect. As with an instructional program, the effect of a public relations effort should be evaluated. Every public relations effort has a purpose, and accomplishment of the purpose should be checked. The evaluation techniques used for evaluating public relations programs are similar to those used in evaluating instructional or in-service efforts.

Public relations is an important aspect of a comprehensive career education program. It is the basis of two-way communication between the schools and their supporting community. Communication in a public relations program should be open, honest, and two-way. Information should be collected and information should be reported. Establishing a sound public relations program should not be taken lightly. Resources must be applied to this critical area. A thorough, high-quality public relations program will create a positive image of career education in the community. Honest interaction with many individuals and organizations within the community will do much to show that career education is accountable.

Public Relations Products

Descriptions of four exemplary products are included in Appendix H. Issues of Career Education News from two projects are cited along with a Career Education Center Newsletter and the Region Seven Career Education Newsletter.

EVALUATION

Practice in recent years has shown that evaluation of educational programs has gone beyond the traditional assessment of the program's overall success and effectiveness. In 1971, Michael Scriven distinguished formative evaluation from summative evaluation, thereby extending the role of an evaluator to one which would allow him or her to affect the development of programs. In that same year, Daniel Stufflebeam further supported the new and additional role of evaluators by specifying the evaluation areas of context (definition of needs and basis for objectives), input (the selection of resources and the design of procedures to facilitate goal attainment), process (implementation of the program design), and product (measurement of goal attainment). Process or formative evaluation can be seen as crucial and perhaps more important than product or summative evaluation in the very early stages of a project or program. As programs, however, become more structured, the need for product or summative evaluation grows in importance. As programs grow and mature, the need for empirical evidence increases. Evaluation efforts must devise ways of integrating context, input, process, and outcome data. That is, interpretation of the findings associated with a particular program must be based on analysis of data in each of the evaluation areas as well as analysis of the interactions among the four areas. Interpretative reporting of results that describe what was needed, what resources were applied, what specifically was done, and what outcomes were achieved as well as the affect of each of these areas on the other are essential if successes are to be replicated and failures are to be avoided.

Audiences for Evaluation

Many individuals view evaluation as collection of data for decision making. In education, there are many types of decisions and many levels of decision makers. Each type of decision and level of decision maker may require somewhat different information because their decisions are unique to the positions they hold. An array of possible decision makers and a few examples of the questions they may want to answer follow.

- Students. Students probably want summative (output) data to help them answer the question, "Am I progressing in my educational program?" They want information that would help them decide whether they should move ahead in their program, move in an alternative direction in their program, or re-cycle through some activities.

- Teachers. Teachers must make decisions about their program and their students. They need information to answer the question, "Is my program working?" They need output data regarding student performance as well as input and process data that are descriptive of their programs in order to make needed program adjustments.

- Parents. Parents usually want to know whether or not career education is helping their children. They need both context and output data in order to answer the question, "Is career education helping my children develop the knowledge, skills, and attitudes necessary to live a satisfying and productive working life?"

- District and Building Administrators. The question that administrators most often ask is, "Is career education accomplishing its goals for all students at a reasonable cost?" Administrators need context data to establish the overall goals of career education. They need input data to discover the variety of students to be served as well as the resources that are being utilized with each group of students. They need process data to discover what strategies, techniques, and methods are being employed with various groups of individuals. And they need output data to determine whether the mix of inputs and processes are, in fact, resulting in accomplishment of the goals and objectives established through context evaluation.

- The Community At Large. The community at large pays the bill for education. They are always interested in knowing whether or not the school system is meeting the priority goals of the community and whether or not the school system is doing so efficiently. The community needs both context and output data in order to answer the question, "Are our priority goals being met at a reasonable cost?"

- Legislators. State and federal legislators are constantly making decisions about new legislation that affects education. They must decide what programs in education should be established and how much money should be allocated to each of the educational programs. Their major question is, "What are the priority needs of the society and what type and amount of resources are necessary to meet these needs?" Legislators need not only context data in order to establish the needs and goals, but they also need output data that gives information about the effect of the programs they establish in meeting the needs of their constituencies.

The groups above have been presented as decision making groups. The types of decisions made by each group are very different. But each group does make decisions regarding the effectiveness of educational programs. They must be provided with quality context, input, process, and output data in order to support their decision making processes. While each group does make decisions, they are also the target populations from which data are collected. The groups described above not only need data but they also provide data. For example, students through a variety of data collection techniques provide information about the knowledge, skills, and attitudes they achieve through educational programs. This information is used by the students themselves, teachers, parents, administrators, the community at large, and legislators in making decisions regarding program effectiveness. The groups mentioned above should be viewed as both data users and data providers.

Processes of Evaluation

If an evaluation effort is to help individuals make decisions successfully, it must be well planned and thoroughly executed. Each step in the evaluation process must be done thoughtfully and thoroughly. It is far from adequate to throw together a short questionnaire to be administered subsequent to a teacher in-service if the intent is to determine the effectiveness and efficiency of such an in-service program. A well planned and conducted evaluation will include at least the following processes: planning the evaluation, developing the techniques and instruments, collecting the data, processing and interpreting the data, and reporting the results. Each of these steps will be discussed briefly.

Planning the Evaluation. Planning an evaluation effort must be done jointly by the decision maker or decision makers and the evaluator. It is possible that the decision maker will also be the evaluator, but this is not a desirable practice. It is much better to have a person or persons external to the situation conduct the evaluation after jointly planning the effort.

The evaluation planning group must establish the decisions to be made as a result of the evaluation and/or the questions to be answered. They must determine the audience to which the results of the evaluation will be reported as well as the target populations from which data will be collected. They must decide upon the specific nature and content of the evidence that will be acceptable to the intended audience. And finally they must establish the amount and types of resources that are available to conduct the evaluation.

A brief example of evaluation planning follows. This example relates to evaluating program effectiveness. The program under consideration was a junior high school language arts based career education unit. The activities in the unit have already undergone initial pilot testing, and it has been determined that the individual activities are usable as they are described in a teacher's guide and student materials. The overall student outcomes have been determined, and they included career education outcomes, language arts outcomes and reading outcomes. This evaluation effort related to a very special aspect of the unit. This evaluation measured the effectiveness of the unit in overcoming sex role stereotyping in career choice. The evaluation planning team consisted of a curriculum developer, an evaluator/statistician, and a member of the Affirmative Action office of the school district. The major decision to be made was whether or not the unit did reduce sex role stereotying in career choice. The audiences to which the results of the evaluation were to be reported included the curriculum department, the teachers and students, and the Board of Education. The population from which data were collected included 13,500 eighth and ninth grade students and eighty junior high school language arts teachers. Because the student population was so large, it was decided that a sampling of the students should be used in collecting the data rather than the total population of students. All eighty teachers were included in the sample. It was also determined that control groups would be utilized in collecting and reporting data in order to assure the effectiveness of the curriculum unit. Because all junior high students in the district were to use the unit, the control group was drawn from surrounding, similar school districts. While overall student outcomes were established, specific objectives were yet to be written. It was decided that an external evaluator would be hired to write the specific objectives in cooperation with the curriculum staff and to develop a test to measure the results of the curriculum unit. The test to be developed by the external evaluator would be the evidence presented to the various decision makers. The evaluation planning group also decided that it would be necessary to collect input and process data so that the effect of various combinations of resources and activities could be compared to the level of effectiveness in achieving the outcomes. The planning group completed its work by establishing a budget for the evaluation effort and tentatively identifying an external evaluator to conduct the evaluation and prepare the evaluation reports.

Planning an evaluation is essential. But the planning must take into consideration the reality of the situation. Included in the evaluation plan should be only those types of data that can be measured. Information should be collected from only those audiences from which

it is possible to collect information. Evaluation plans should not be based on data collection instruments and/or techniques that are unavailable and/or extremely difficult to develop. And above all, evaluation should be planned according to reasonable and known financial and other resources.

Developing Techniques and Instruments. Because career education is a relatively new emphasis in education, the concepts and objectives are not firm. Data collection instruments and methods are few, if they exist at all. Career education is unlike basic skills areas in that it is impossible to identify and use any of a number of well developed standardized test instruments in measuring the effects of career education. This does not mean that it is impossible to measure the results of career education programs, nor does it mean that attempts should not be made. It does mean that to devise quality instruments and methods for collecting data regarding the effectiveness of career education will be both time consuming and expensive.

The first step in developing techniques and methods is to firm up the program outcomes and objectives. The decision makers who will use the results of the evaluation efforts and an external evaluator should work closely together to complete this step. The objectives should be stated so clearly that mis-communication is virtually impossible.

The focus of the measurement efforts should be on concepts and objectives that are unique to career education rather than on all concepts and objectives that are included in career education. Primary level career education programs generally include self-awareness and work awareness objectives. The initial inclination is to devise measurement instruments to cover both self-awareness and work awareness objectives. Upon examination of the regular curriculum prior to career education, it may be discovered that all of the self-awareness objectives included in career education are also included in the regular curriculum. It may also be discovered that some of the work objectives are also included in the regular curriculum. If this situation arises, the career education measurement instruments should focus on only the work awareness objectives that are not included in the regular curriculum. If all of the objectives are measured, there will never be a difference between students having received career education activities and students not having received career education activities. If the measurement effort focuses on those objectives unique to career education, the results of the evaluation should show a difference between students in a career education program and control students. Finding the uniqueness and focusing the measurement efforts on the uniqueness are mandatory.

After identifying uniqueness and stating the objectives very clearly,

the specific techniques and methods must be established. The specific techniques and methods will be determined by the target population, the nature of the data to be collected, and the descriptions of evidence that is acceptable to the decision makers. A full range of standard data collection techniques, such as paper and pencil tests, teacher testimony, student testimony, and observation, should be considered. It may also be necessary to devise new techniques and methods that will generate acceptable evidence. It is very important that personnel capable of devising realistic and effective techniques and methods be assigned the task. If such personnel are not available within the school district, an external evaluator exhibiting the capabilities of devising such methods and techniques should be selected and contracted to do the job.

Having decided upon the methods and techniques for data collection, the actual data collection items, regardless of their format, must be devised. Subsequent to the initial writing, all of the accepted procedures for instrument development should be followed. Items should be tested and revised as necessary. A pilot version of the measurement instrument should be tested and revised as needed, and a final version of the measurement instrument should be established. First draft items and instruments seldom bring the desired information. Care must be taken to assure the quality of both the instruments and methods.

Collecting Data. Collecting data is another crucial step in the evaluation process. The data collection efforts must be organized so that information is collected from the appropriate population whether it is a sample or the total population. Arrangements should be made to gain access to the individuals to which the instruments and methods would be applied. This should be done without undue interference with ongoing programs. Techniques and methods should be applied uniformly, and spot checks should be made to ensure that this is done. After the initial administration of the techniques and methods, it will be necessary to conduct follow-up administrations to complete the data collection. Individuals to be included in the sample are always missed during the first administration. The data collected should be checked carefully for completeness and accuracy. Final follow-up efforts should be made to complete all data. When this step in the evaluation process is finished, complete and accurate data will be available from each individual included in the sample. The data collection instruments will have been checked and organized for processing.

Processing and Interpreting Data. A good deal of time and effort have been put into the evaluation process and data are now in hand. Care must be taken in handling the data so that the maximum amount of usable information is obtained from them. The data should be organized and processed according to the plan established at the outset of the evaluation. Depending upon the nature of the evaluation, the processing could be as little as a simple tabulation or it could

involve complex statistical analyses. In completing the analysis, consideration should be given to all of the data collected. If both context and output data have been collected, for example, comparisons should be made to determine differences between what was expected as determined by the context evaluation and what was attained as determined by the output evaluation. If input, process, and output data were collected, the analyses should attempt to reveal the effect of various input and process items on the output. The analysis must be thoroughly done if it is to provide the basis for sound interpretation.

Interpretation is more than merely reporting the results of the analysis. Interpretation gives meaning to the analysis. Through interpretation the evaluator is able to make useful suggestions to the decision maker who sponsored the evaluation as well as to other decision makers who have similar situations. In other words, it is through interpretation that the evaluator makes generalizations from the analyses of the data. It is not enough for the evaluator to say that 75% of the target population was successful in attaining a certain criterion. The evaluator should go further in the interpretation by discussing the factors that contributed to this success rate. The evaluator should squeeze every ounce of useful information from the analysis without making unrealistic interpretations.

Reporting Results. This final step in the evaluation process is as important, if not more important, than any other step in the process. The report is the communication of the results of the evaluation effort to the decision makers who sponsored the evaluation. Communication must be complete and concise. The results of the evaluation should be reported through a written report, and they may be reported in a number of other ways, such as an audio-visual or oral presentation. While it is critical that all interpretations be presented, care should be taken that the decision maker is not overwhelmed by the technical complexity or the volume of the report. The audience for the report must be considered when preparing it. If there are multiple audiences, there may also be multiple versions of the report. For example, students may want only their test scores while curriculum designers may want the results of test scores plus the interpretation of what input and process factors contributed to the test scores obtained. A curriculum director, in the same instance, may want only a one- or two-page summary of the most important findings. Care should be taken also to combine visual and verbal techniques to reach the maximum level of communication. A graph, chart, or illustration may replace pages of verbalization and at the same time present the information more clearly than the words. While it should go without saying, the graphic and grammatical qualities of any evaluation report should be impeccable. If the visual appearance or language is sloppy, the reader may never get to the ideas.

The necessity for evaluation of career education is growing rapidly, and decision makers at all levels are beginning to demand

hard data to support the effect of career education. School districts must begin to produce high quality evaluations. If qualified personnel are not available within the district, an external evaluator should be sought. It is only through maximum use of internal personnel and external evaluation expertise that the necessary quality of evaluation will be achieved.

Evaluation Products

Many of the New York State projects applied resources to evaluate the results of their efforts. Many instruments were developed in each of five areas: attitude measurement, project evaluation, materials evaluation, evaluation of in-service programs, and student evaluation. Examples of attitude measurement instruments are Attitudinal Survey Towards Career Education and Report of Results of Career Education Survey. A set of instruments associated with project evaluation is Project Evaluation Procedures and Instruments. An exemplary materials evaluation form is Evaluation Reaction Form for Career Education Modules. Career Education and An Evaluation Survey are exemplary of in-service evaluation efforts. Samples of student evaluation instruments are included in Student Assessment. All of these products are described in Appendix I.

APPENDIX A

List of 22 Career Education Projects

LIST OF 22 CAREER EDUCATION PROJECTS

The products on which the information in this Catalog is based was drawn from 22 career education projects supported by the Office of Occupational and Continuing Education during 1971-75. The BOCES or school districts where these projects were located are listed below.

Dr. Leslie Distin
(Mr. Earle S. Spaar)
Broome-Tioga BOCES
P.O. Box 1450
Upper Glenwood Road
Binghamton, New York 13905
607-729-9301

Dr. Freeman Van Wicker
(Mr. Gerald R. Griffith)
Chenango-Delaware-Arco BOCES
Chenango Area Educational Center
R. D. #3
Norwich, New York 13815
607-334-2771

Mr. Walter G. Franklin
(Mr. Douglas Van Benschoten)
Cortland-Madison BOCES
Clinton Avenue Extension
Cortland, New York 13045
607-753-9301

Dr. Donald F. Rielle
(Mr. Kenneth R. Cummings)
Dutchess County BOCES
R. D. #1
Salt Point Turnpike
Poughkeepsie, New York 12601
914-471-9200

Dr. Clifford N. Crooks
(Mr. James R. Spengler)
Erie BOCES #1
455 Cayuga Road, Box J
Buffalo, New York 14225
716-634-6800

Dr. Kenneth E. Ford
(Mr. Richard W. Kropat)
Jefferson County BOCES
R. D. #1
Outer Arsenal Street
Watertown, New York 13601
315-788-0400

Mr. James G. Womack
(Mr. Bruno A. Rodgers)
Livingston BOCES
Lackawanna Avenue
Mt. Morris, New York 14510
716-658-2291

Dr. Otty R. Norwood
(Mrs. Judith Johnson)
Mamaroneck Public Schools
Union Free School District #1
740 West Boston Post Road
Mamaroneck, New York 10543
914-698-9000

Dr. William T. Callahan
(Dr. Alfred Schutte)
Nassau County BOCES
Salisbury Center
Valentines Road & The Plain Road
Westbury, New York 11590
516-997-8700

Mr. D. Everett Bliss
(Mrs. Angela Marlowe)
Oneida #2-Hamilton-Herkimer BOCES
Holland Patent Central School
Holland Patent, New York 13354
315-865-4101

Dr. Charles E. Davis
(Dr. Ronald Fleming)
Greene-Delaware-Schoharie-
Otsego #2 BOCES
Rexmere Park
Stamford, New York 12167
607-652-7531

Dr. Noble J. Gividen
(Mr. Kirt Moore)
Putnam-Westchester BOCES
42 Triangle Center
Yorktown Heights, New York 10598
914-245-2700

Mr. John E. Sackett
(Mr. Walter Gobel)
Rensselaer-Columbia BOCES
1550 Schuurman Road
Castleton, New York 12033
518-477-8771

Dr. Justus Prentice
(Dr. Larry W. Aronstein)
Rockland County BOCES
61 Parrott Road
West Nyack, New York 10994
914-623-3828

Mr. F. Donald Myers
(Mr. Frederick Moran)
Saratoga BOCES
Wilton, New York 12866
518-474-7819

Mr. James Beverson
(Mr. Donald Tackley)
Spencer-Van Etten Central School
Spencer, New York 14883
607-589-4454

Mr. Richard D. Sparks
(Mr. John L. Hogle)
Orleans-Niagara BOCES
Salt Works Road
Medina, New York 14103
716-798-4800

Mr. Marvin Feldman
(Mr. Irwin Kahn)
Fashion Institute of Technology
227 West 27th Street
New York, New York 10001
212-760-7660

Mr. James Hines
(Mr. Larry Swenson)
Suffolk BOCES #1
215 Old Riverhead Road
Westhampton Beach, New York 11978
516-288-6400

Dr. Gordon A. Wheaton
(Mr. Donald M. Friedman)
Suffolk BOCES #3
507 Deer Park Road
Dix Hills, New York 11746
516-549-4900

Dr. Edwin E. Weeks
(Mr. Donald Stanistreet)
Syracuse City Schools
409 West Genesse Street
Syracuse, New York 13202
315-474-6031

Dr. Joseph Robitaille
(Dr. Leonard Fintzy)
Yonkers City School District
145 Palmer Road
Yonkers, New York 10701
914-963-4567

Appendix B

Definition of Categories Used in Product Descriptions

DEFINITION OF CATEGORIES USED IN PRODUCT DESCRIPTIONS

Title of Product

Catalog Number:	*Each product has been assigned a number for easy and quick identification. The number appears here and on the product now on file in the New York State Department of Education.*
Source:	*Current name, address, and telephone number of the superintendent in the BOCES or district where the project was based. The name of the project director under whose direction the product was developed appears in parentheses.*
Publication Date:	*The date of publication appearing on the product.*
Number of Items:	*Some products, particularly those in curriculum, include more than one component, e.g., units, modules, etc. While the product is described as a whole, the number of identifiable pieces is listed.*
List of Items:	*If a product has more than one component, each one is listed by title.*
Length:	*The total number of pages making up the entire product.*
Topics Included or Description	*For some products, a listing of topics covered is given, while for others a general summary is provided.*

APPENDIX C

Planning

CAREER MONOGRAPH SERIES

Catalog Number: 5

Source: Dr. Joseph Robitaille
(Dr. Leonard Fintzy)
Yonkers City School District
145 Palmer Road
Yonkers, New York 10701
914-963-4567

Publication Date: Not given

Number of Items: five

List of Items:
The How and Why of Career Education
Infusion Strategy for Career Education
Career Approach to Media Development: Producing Slide and Slide/Tape Presentations
Career Education Implications for Special Education
Career Expressions of Women

Length: 35 pages

Topics Included: This series gives a general description and some detailed information on topics such as:

- A Rationale for Career Education
- Goals for Career Education
- A Conceptual Model of Career Education (chart)
- Procedures for Making Mediated Presentations
- Techniques for Implementing Career Education
- How to Adapt Career Education to Meet the Need of Special Education Students
- Hints on How to Reduce the Sex Bias in School Programs

GOALS FOR ELEMENTARY, SECONDARY AND CONTINUING EDUCATION IN NEW YORK STATE

Catalog Number: 8

Source: Mr. James Beverson
(Mr. Donald Tackley)
Spencer-Van Etten Central School
Spencer, New York 14883
607-589-4454

Publication Date: March 1975

Number of Items: one

Length: 13 pages

Description: This document relates career education student outcomes from the U.S. Office of Education to the goals for elementary, secondary and continuing education in New York State.

CAREER EDUCATION ARTICULATION, GRADES K-12

Catalog Number: 12

Source: Mr. Walter G. Franklin
(Mr. Douglas Van Benschoten)
Cortland-Madison BOCES
Clinton Avenue Extension
Cortland, New York 13045
607-753-9301

Publication Date: 1974

Number of Items: one

Length: 25 pages

Topics Included:
Introduction to Career Education
Introduction to Articulation
Career Educational Goals. Includes general objectives for grades K-3, 4-6, 7-8 and 9-12.
Career Education: A Regional Plan. Includes duties and responsibilities of individuals and organizations such as the Tri-Regional BOCES, the Regional BOCES, the district structure and individual schools.
Career Education: A Local Plan. Includes a description of a career education coordinating council, a school career education coordinating council (chart) and general responsibilities of coordinating units. The plan takes into account each person on the council, the council as a whole, the Tri-BOCES Regional Career Education Director, the Tri-BOCES Material Center, school personnel, students, parents, the BOCES Occupational Center, business,industry and organized labor, local college and technical schools, government and other community groups.
Articulation Within School
Articulation Between Schools
Articulation Between School and Community
Articulation Through the Regional Planning Center

PAGES SELECTED FROM CURRICULUM GUIDE MADE AVAILABLE TO SCHOOL DISTRICTS

Catalog Number: 15

Source:
Dr. Charles E. Davis
(Dr. Ronald Fleming)
Greene-Delaware-Schoharie-Otsego #2 BOCES
Rexmere Park
Stamford, New York 12167
607-652-7531

Publication Date: Not given

Number of Items: one

Length: 22 pages

Topics Included:
Introduction to Career Education
Background for Career Education
Definition of Terms
A Comprehensive Career Education Program Model (chart)
Grades K-3: Career Introduction
Grades 4-6: Career Orientation
Grades 7-10: Career Exploration
Grades 10-12: Career Preparation
Pert Chart for 1974-75
Audio-Visual Materials for Career Education
Career Education Clusters
College Preparatory
Cooperative Occupational Education
Occupational Education
Work Study Programs

APPENDIX D

Curriculum

ENCOUNTER: INDIVIDUALS AND THEIR WORK

Catalog Number: 149

Source: Mr. James Beverson
(Mr. Donald Tackley)
Spencer-Van-Etten Central School
Spencer, New York 14883
607-589-4454

Publication Date: March 1974

Number of Items: one

Length: Approximately 120 pages

Description: This is a comprehensive listing of autobiographies, biographies, fiction and nonfiction related to particular occupations. The listing is divided into several occupational categories including:

- Professional
- Technical and Managerial Occupations
- Clerical and Sales Occupations
- Service Occupations
- Farming, Fishing, Forestry and Related Occupations
- Processing Occupations
- Machine Trades Occupations
- Benchwork Occupations
- Structural Work Occupations
- Miscellaneous Occupations
- Growing into Adulthood

Within each section literary entries are listed under specific occupations. The document also gives a brief set of suggestions on how teachers can use the listing.

CAREER EDUCATION INFUSION TECHNIQUES FOR INSTRUCTIONAL UNITS

Catalog Number: 26

Source: Mr. James Beverson
(Mr. Donald Tackley)
Spencer-Van Etten Central School
Spencer, New York 14883
607-589-4454

Publication Date: Not given

Number of Items: one

Length: Approximately 25 pages

Description: A detailed description of how to prepare instructional units in career education is presented in a standard format. The format is divided into three major sections:

Preparation and Research for Instructional Activities
Instructional Activities
Evaluation

CAREER EDUCATION INFUSION MODELS: SPECIAL EDUCATION, K-8

Catalog Number: 28

Source: Dr. Leslie Distin
(Mr. Earle S. Spaar)
Broome-Tioga BOCES
Upper Glenwood Road
Binghamton, New York 13905
607-729-9301

Publication Date: Not given

Number of Items: one

Length: Approximately 125 pages

Grade Level: K-8

Description: This is a teachers' guide including a section on career education objectives for special education and lesson plans in several subject areas. The objectives section includes one primary goal, four career education goals and several objectives under each of the four goals. Lesson plans are ungraded but divided into two levels, primary and intermediate.

Related Subjects: Lessons are included for social studies, language arts, health, social living, art, math, reading and physical education.

Lesson Outline: Most lesson plans include the following topics:

- Subject area
- Goal
- Specific Grade Level
- Source of Goal Statement
- Educational Behavioral Objective
- Career Education Goal
- Fused Behavioral Objective
- Career Content
- Suggested Activities
- Instructional Materials
- Evaluation

CAREER EDUCATION MODULES

Catalog Number: 33

Source: Mr. Walter G. Franklin
(Mr. Douglas Van Benschoten)
Cortland-Madison BOCES
Clinton Avenue Extension
Cortland, New York 13045
607-753-9301

Publication Date: 1974

Number of Items: 47 including the introductory booklet

Listing of Items: Introductory Booklet (as titled above)

Title	Grade Level	Related Subjects	Length (in pages)
Giving and Following Directions	K-3	Language Arts	28
The Story of a Bottle of Milk: From Moo to You	K-3	Social Studies	10
What Makes Us Perk: Community Helpers	K-3	Social Studies	40
Do Mittens Come From Kittens? The Story of the Wool Making Process	K-3	Social Studies Science, Art Language Arts	20
Occupations Related to the Railroad	K-6	Music	22
Money Makes Your World Go Round	3-4	Mathematics	25
Career In Journalism-Newspaper	4-6	Language Arts Social Studies Mathematics	39
Come Fly With Us	4-6	Social Studies	26
Come Fly With Us	6, 7, 8,	Social Studies	26

CAREER EDUCATION MODULES (continued)
Page 2

Title	Grade Level	Related Subjects	Length (in pages)
Famous Americans From Plymouth Rock to Tranquility Base	4, 5, 6	Social Studies Reading	53
Autobiography of a Can	4-6	Social Studies	18
Mathematics: Metric Measure	4-6	Mathematics	36
Probability and Statistics for Everyday Living	6-8	Mathematics	17
Electricity in the Home	6-8	Industrial Arts	44
Local Government Careers	7	Social Studies	14
Local Court Systems: Scales of Justice	7	Social Studies	38
Advertising	7, 8	Language Arts	16
Life and the Career Arts	8, 9	Art	42
Community Resources	7-12	Social Studies	24
Personal Life Style and Choice of a Career	7-12	Social Studies	16
Careers in Science Through Genetics	7-12	Science	18
Living Space Affects Each Individual's Life	7-12	Science	11
Paying in Cash	7-12	Mathematics	16
Talk Your Way Around the World	7-12	Foreign Language	25
Who Does It . . . and How to Do It Better	7-12	All Subjects and Guidance	15
Profile	7-12	Not Given	17
World of Work	7-12	Not Given	6

CAREER EDUCATION MODULES (continued)
Page 3

Title	Grade Level	Related Subjects	Length (in pages)
Politics, Government and Media Yesterday-Today	8	Social Studies Language Arts	19
Career Motives	7-9	Social Studies	29
Careers Through Nuclear Energy	7-9	Science	17
Fiber to Fashion	7-9	Home Economics	14
Total Awareness	7-9	Not Given	27
The People's Republic of China	9	Social Studies	15
Doorways to Success	9-10	General Business	80
Social Studies	9-12	Social Studies	84
Money-Money-Money-Money! Sense with Your Cents	9-12	Mathematics	22
Radio Communication	9-12	Physical Science	8
Three Dimensional Art and Its Application	9-12	Art	12
Buy Now - Pay Later!	9-12	Consumer Education	11
Business Law Contracts	9-12	English Social Studies	21
Renaissance - Age of Transition	10	Social Studies	15
A Place to Live	10-12	Home Economics	56
Joining Unions . . . . How and Why	9-12	Not Given	9
The Migrating Peoples	11-12	Social Studies	23
U.S. and World Affairs	11-12	Social Studies	16
Career Ladder	7-12	Not Given	18

Description: The introductory booklet lists and briefly describes each of the modules available. Teachers' guides include lesson plans and some student material.

Lesson Plan Outline: While the format for all modules is not identical, most of the modules include the following topics:

- Introduction
- Topic/Concept
- Grade Level
- Goals/Objectives
- Career Clusters
- Teacher/Student Activities
- Evaluation
- Bibliography Resources
- Module Evaluation Form

CAREER CLUSTER PLANNING GUIDES

Catalog Number: 37

Source: Dr. Clifford N. Crooks
(Mr. James R. Spengler)
Erie BOCES # 1
455 Cayuga Road, Box J
Buffalo, New York 14225
716-634-6800

Publication Date: July 1974

Number of Items: two

List of Items: Natural Resources
Health and Welfare

Length: 120 pages total

Grade Level: 7-9

Description: These guides provide a structure to facilitate co-cooperative planning for the infusion of career education concepts in several subject areas. Sections of these publications are devoted to questions that 12-14 year olds should seek to answer, lesson plan format sheets and sample lessons, lists of resource persons for the cluster area, goal statements for grades 7, 8 and 9 and sample occupations including DOT code numbers within the cluster area.

CAREER EDUCATION TEACHERS' GUIDES

Catalog Number: 51

Source: Dr. Justus Prentice
Rockland County BOCES
61 Parrott Road
West Nyack, New York 10994
914-623-3828

Publication Date: 1974

Number of Items: 43

List of Items:

Title	Grade Level	Length (in pages)
Ecology for Career Life	K	7
Ecology for Career Life	1	8
Ecology for Career Life	2	10
Ecology for Career Life	3	10
Department Store	K-2	9
Kitchen Sink and the Classroom	K-3	15
Books	1-3	5
The Airport	K-3	11
Measurement and Its Relationship to Baking	K-3	6
People Behind the Scenes at School	K-3	28
Life and Work in Early America	4	10
Can I Be A Scientist?	3-5	14
Careers in Earth Science	3-5	12
Careers in Astronomy	3-5	17
The Show Must Go On!	3-6	15

CAREER EDUCATION TEACHERS' GUIDES (continued)
Page 2

Title	Grade Level	Length (in pages)
Headlines and Deadlines	4-6	12
Measurement and Its Relationship to Work	4-6	15
Safety and Health in School and Industry	4-5	21
Folk and Work Songs in America	4-5	40
Explorers: An Introduction	4-5	20
Inventers Who Lead -- Careers That Follow	4-5	13
Go Metrics!	5-7	9
Where Does All Our Money Go?	6-7	9
Let's Go! Travel	6-8	11
Self Awareness	not given	18
The Rise of American Business	8	23
Economic Awareness	8	50
Meteorologist - Radio Station	9	7
Energy Crisis	8-9	12
Physical Education and Your Future	8-10	12
Manufacturing Technology	8-10	15
Oceanography	8-10	15

CAREER EDUCATION TEACHERS' GUIDES (continued)
Page 3

Title	Grade Level	Length (in pages)
Ears and Careers: A Listening Guide	9-10	10
Banking: How Safe is Your Money?	9-10	16
Careers in Communications	9-11	21
Stock Market	11-12	9
Career Opportunities for Speakers of a Foreign Language	11-12	12
Environment Related Careers	K-12	22
Entering the World of Work	5-12	30
Fictional Characters: Values and Attitudes	7-12	8
Making Money With a Classroom Store	8-12	14
Meteorologist or Weather Forecaster	9-12	6
Newscaster and Commentator	9-12	11

Description: The items listed above are teachers' guides that have an introduction to the unit along with a series of lesson plans. Some student materials are included.

Lesson Outline: The format for lesson plans is standard and the following topics are included:

Name of the Unit
Major Aim
Grade/Subject
Objective
Concept
Suggested Activity
Resources
Evaluation Procedure

NIAGARA MOHAWK'S "CAREER WAGON"

Catalog Number: 62

Source: Dr. Edwin E. Weeks
(Mr. Donald L. Stanistreet)
Syracuse City Schools
409 West Genesee Street
Syracuse, New York 13202
315-474-6031

Publication Date: Not given

Number of Items: one

Length: Approximately 30 pages

Grade Level: Not given

Description: The "Career Wagon" seems to be a traveling display composed of several sub-units. It gives a description of the displays noting the objectives, methods of teaching, organization, evaluation, special knowledge and skills needed, home, school and community help, subjects used, communications, audio-visual aids and lesson plans. Brief descriptions and suggestions related to each of the specific displays are also given, as well as some student materials.

Related Subjects: Art, math, English and reading.

LIFE-CENTERED CURRICULUM

Catalog Number: 64

Source: Dr. Edwin E. Weeks
(Mr. Donald Stanistreet)
Syracuse City Schools
409 West Genesee Street
Syracuse, New York 13202
315-474-6031

Publication Date: Not given

Number of Items: 25

List of Items: Life-Centered Curriculum: An Education for Life
(Introductory Booklet)
Life-Centered Curriculum: Teachers' Manual

Title	Grade Level	Approximate Length (in pages)
Little People	Lower Primary	56
The Family	Lower Primary	109
The World of Me	Upper Primary	101
The World of Us	Upper Primary	99
Hometown Syracuse	Upper Primary	120
Leisure Time	Upper Primary	81
Famous People as Workers	Lower Intermediate	120
Communications	Lower Intermediate	128
Syracuse Long Ago	Lower Intermediate	274
Contributions of Immigrants	Lower Intermediate	162
People Seek New Places	Lower Intermediate	104
Rewards of Work	Lower Intermediate	131

LIFE CENTERED CURRICULUM (continued)
Page 2

Title	Grade Level	Approximate Length (in pages)
Who Am I? Where Am I Going?	Mid Intermediate	79
North and South of the Border	Mid Intermediate	135
Let Freedom Ring	Mid Intermediate	204
From Coast to Coast	Mid Intermediate	158
The Story of Labor	Mid Intermediate	162
The Story of our Country	Upper Intermediate	115
World Communities	Upper Intermediate	247
Growth and Spread of Civilization	Upper Intermediate	316
Occupation Clusters	Upper Intermediate	150
Economic Challenges	Upper Intermediate	164
The Worlds of Tomorrow	Upper Intermediate	57

Description: The introductory booklet gives an overview of the Life-Centered Curriculum, describes teacher involvement, lists each of the units available and gives a brief description of each unit. The teachers' manual gives an introductory/overview statement of the Life-Centered Curriculum as an interdisciplinary approach, gives a summary statement on changing roles in society, has a section on resource materials (including the Library Resource Book for the Life-Centered Curriculum Program) and lists community resources to use with the Life-Centered Curriculum. Each of the Curriculum guides has teacher and student materials in it.

Unit Outline: The format of the unit is consistent and includes the following items:

- Purposes
- Objectives
- Resources
- Topics for Teacher Reference
- Related Challenges or Problems for Students
- Achievements or Indications of Progress
- Activities/Strategies

WHAT WOULD IT BE LIKE IF . . . CHRISTOPHER COLUMBUS DISCUSSED HIS LIFE, HIS EXPLORATIONS, HIS DISCOVERIES WITH YOU ?

Catalog Number: 77

Source: Dr. Gordon A. Wheaton
(Mr. Donald M. Friedman)
Suffolk BOCES # 3
507 Deer Park Road
Dix Hills, New York 11746
516-549-4900

Publication Date: 1974

Number of Items: two

List of Items: What Would It Be Like If . . . .
An Integration of Self-Awareness Themes and Fourth Grade Social Studies (teachers' guide)

Length: 89 pages total

Grade Level: 4

Description: What Would It Be Like If . . . is a storybook for students that includes chapters entitled "Preparation for Life," "The Man and His Men," "Leadership and Teamwork" and "Success in the Eyes of the Beholder." It also has a glossary.

The teachers' guide provides an introduction to the unit, a philosophy for the unit and background information about explorers and settlers, revolutionary leaders, founders of a nation and Westward pioneers. Lesson plans are not included.

RESOURCE GUIDE TO COMMERCIALLY PRODUCED CAREER EDUCATION TEACHING MATERIAL

Catalog Number: 137

Source: Mr. Richard D. Sparks
(Mr. John E. Hogle)
Orleans-Niagara BOCES
Salt Works Road
Medina, New York 14103
716-798-4800

Publication Date: Not given

Number of Items: one

Length: Approximately 80 pages

Description: This document includes a list of films, filmstrips, kits, series and teachers' guides, handbooks, pamphlets and brochures.

Each item is listed in the following way:

- Name of Material
- Author
- Publication Date
- Source (including address)
- Type of Material
- Grade Levels
- Cost
- Abstract of the Content
- Evaluation

The document includes an introduction for users.

PREVIEW OF OCCUPATIONAL FILMS

Catalog Number: 141

Source: Dr. Kenneth E. Ford
(Mr. Richard W. Kropat)
Jefferson-Lewis BOCES
R.D. #1 Outer Arsenal Street Road
Watertown, New York 13601
315-788-0400

Publication Date: 1973

Number of Items: one

Length: 23 pages

Description: This is a listing of films in the following categories:

- Agriculture
- Clerical
- Construction
- Health
- Manufacturing
- Professional
- Service
- Transportation
- Special

The document includes a listing of the films, the appropriate grade level and gives a brief description of each of the films.

CAREER EDUCATION RESOURCE BIBLIOGRAPHY

Catalog Number: 146

Source: Dr. Noble J. Gividen
(Mr. Kirt Moore)
Putnam-Westchester BOCES
Northmore Drive
Yorktown Heights, New York 10598
914-245-2700

Publication Date: Not given

Number of Items: one

Length: five pages

Description: This is a listing of printed publications related to career education. The bibliography includes materials for teachers rather than for students.

APPENDIX E

Guidance

CAREER GUIDANCE NEEDS ASSESSMENT OF ROCKLAND COUNTY, NEW YORK

Catalog Number: 83

Source: Dr. Justus Prentice
(Dr. Larry W. Aronstein)
Rockland County BOCES
61 Parrott Road
West Nyack, New York 10994
914-623-3828

Publication Date: June 1974

Number of Items: one

Length: Approximately 40 pages

Topics included: This is a research report of a needs assessment conducted in Rockland County. It includes the following topics:

Background for the Study
Scope of Problems
Objectives of the Study
Procedures
Findings
Recommendations
Research Instruments

CAREER GUIDANCE AND PLACEMENT IN A CAREER EDUCATION PROGRAM

Catalog Number: 86

Source: Dr. Noble J. Gividen
(Mr. Kirt Moore)
Putnam-Westchester BOCES
Northmore Drive
Yorktown Heights, New York 10598
914-245-2700

Publication Date: 1974

Number of Items: one

Length: Approximately 80 pages

Grade Level: 9-12

Description: This is a series of lesson plans appropriate for group guidance programs. The series primarily provides directions for a teacher or counselor but does cor tain some student materials. The lesson plans are grouped according to grade level.

Lesson Outline: The lesson plan outline is standardized and includes the following topics:

Goal
Objective
Preparation
Procedure

CAREER GUIDANCE IN THE CLASSROOM

Catalog Number: 87

Source:
Dr. Gordon A. Wheaton
(Mr. Donald M. Friedman)
Suffolk BOCES # 3
507 Deer Park Road
Dix Hills, New York 11746
516-549-4900

Publication Date: Not given

Number of Items: one

Length: 83 pages

Grade Level: 7-12

Description: This is for a group guidance program. The guide includes an introduction to career education and the role of guidance in career development. It describes the identification of student needs for career guidance and the group guidance curriculum unit. The guide also suggests how to use the unit. Lesson plans are included for 10 different topics and the course can be spread out over 15 weeks using one period per week. The document includes a large number of student handouts and worksheets as well as a glossary of terms related to guidance and counseling.

Lesson Outline: Lesson plan outlines are standardized and include the following topics:

- Title
- Grade Level
- Time
- Objectives
- Preparation
- Key points
- Learning Activities and Teaching Strategies
- Summary

APPENDIX F

In-Service

CAREER EDUCATION: A NEW EDUCATIONAL FOCUS IS NEEDED

Catalog Number: 101

Source: Mr. Walter G. Franklin
(Mr. Douglas Van Benschoten)
Cortland-Madison BOCES
Clinton Avenue Extension
Cortland, New York 13045
607-753-9301

Publication Date: 1973

Number of Items: one

Length: 10 pages

Description: This handbook gives a general overview of a year-long, in-service program for all faculty members in pilot schools. It includes an overview of career education, introduction to in-service education, goals and objectives of the in-service program, schedule, procedure and cost items.

GUIDELINES FOR THE ORIENTATION AND IMPLEMENTATION OF CAREER EDUCATION

Catalog Number: 103

Source: Mr. James G. Womack
(Mr. Bruno A. Rodgers)
Livingston BOCES
Lackawanna Avenue
Mt. Morris, New York 14510
716-658-2291

Publication Date: Not given

Number of Items: one

Length: Approximately 110 pages

Description: This is a three-ring notebook that is used for teacher in-service programs. The notebook is divided into an introduction and four major sections. Also included in the notebook is New York State Position Paper #11 entitled "Occupational Education" and a publication from the United States Office of Education entitled "Career Education."

The introduction provides information on how to use the notebook.

Section IA includes points to consider in planning a career education workshop, a bank of speakers for career education workshops and evaluation instruments to be used in conjunction with a career education workshop including such items as attitude surveys and workshop evaluation forms.

Section IB includes a series of originals for transparencies to be used in a career education workshop. Selected topics include:

- Sample Workshop Agenda
- Objectives for Career Education
- Infusion of Career Education
- Career Education Elements and Themes
- Career Development Concepts
- Career Clusters
- Levels of Learning
- Examples of Workshop Evaluations

Description:

Part II is on commercial audio-visual materials. It includes a description of the section, a sample letter requesting materials, a preview format and a summary of the materials rated by teachers.

Part III is related to community resources. It includes general comments on community resources, a sample questionnaire for parents, a sample questionnaire for employees/employers, a section on the development of community resources, field trip suggestions, a section on interviewing and a PTA evaluation sheet.

Part IV is concerned with curriculum guides. It includes material on levels of learning, components of a career education module, activities for increasing student involvement, a module checklist and samples of lesson plans developed by local teachers.

CAREER EDUCATION IN-SERVICE COURSE

Catalog Number: 107

Source:

Dr. Joseph Robitaille
(Dr. Leonard Fintzy)
Yonkers City School District
145 Palmer Road
Yonkers, New York 10701
914-963-4567

Publication Date: Not given

Number of Items: one

Length: 205 pages

Description: This document contains a compilation of information drawn from a wide variety of sources that would be useful to give to teachers during a career education in-service course. The document is divided into seven sections that correspond roughly to the following topics:

An Overview and Introduction to Career Education
Clustering of Career Education Goals and Objectives and Occupations
Suggestions on Infusing Career Education into the Curriculum
Suggestions on Selecting and Making Media for Career Education
Activities and Strategies for Values Clarification
Information on Stereotyping
Involving Community Resources in Career Education

HOW TO SERIES IN CAREER EDUCATION

Catalog Number: 109

Source: Mr. Marvin Feldman
(Mr. Jack Surra)
Fashion Institute of Technology
227 West 27th Street
New York, New York 10001
212-760-7686

Publication Date: 1974

Number of Items: eight

List of Items:
How to Administer Career Education in Your School
How to Establish a School Career Education Team
How to Give an Orientation to Career Education
How to Develop and Use Community Based Resources
How to Infuse Career Education into the Curriculum
How to Develop a Counselor's Role in Career Education
How to Develop a Librarian's Role in Career Education
How to Develop a School Plan

Length: Approximately 225 pages

Description: This series gives very detailed step-by-step descriptions of how to implement various aspects of career education. This series would be useful in workshops for school staff members who are in the beginning stages of implementing career education. In addition to the detailed descriptions, the series contains suggestions for workshop activities and workshops. The series has information for every staff member in a school.

APPENDIX G

Community Involvement

COMMUNITY RESOURCES INVENTORY, 1974-75

Catalog Number: 121

Source: Dr. Leslie Distin
(Mr. Earle S. Spaar)
Broome-Tioga BOCES
P.O. Box 1450
Binghamton, New York 13905
607-729-9301

Publication Date: Not given

Number of Items: six

List of Items: Booklet (as titled above, with the four following forms inserted)
- Personnel Resources Survey Form
- Tours and Occupational Field Trips Survey Form
- Career Reference Material Reference Survey Form
- Cooperative Work Experience Positions Survey Form

Length: Approximately 20 pages

Description: The booklet introduces career education to businesses on behalf of the Board of Cooperative Educational Services and the Chamber of Commerce. It answers such questions as "What is career education?" "What community resources are needed by the schools?" "How does the community participate in career education?" "How will community resources be scheduled?" "Who absorbs the costs involved in the use of community resources?" and "What obligations do firms and employees incur by volunteering for this community involvement program?" The booklet gives instructions on how to fill out the various survey forms and describes the several categories of community resources including classroom discussion leaders, at-work discussion leaders, work exploration advisors, reference materials, industry tours and occupational field trips and cooperative work experience positions. The booklet includes visual examples of completed inventory forms and sample lists of occupations in each resource category with the DOT code number.

HOW TO USE EMPLOYER RESOURCES INVENTORY, 1974-75

Catalog Number: 122

Source: Dr. Leslie Distin
(Mr. Earle S. Spaar)
Broome-Tioga BOCES
P. O. Box 1450
Binghamton, New York 13905
607-729-9301

Publication Date: 1974

Number of Items: five

List of Items: Booklet (as titled above, with the four following forms inserted)
- Employer Resources Inventory Request Form
- Form to Confirm Community Resource Scheduled (school)
- Form to Confirm Community Resource Scheduled (business)
- Form to Indicate Request has Not Been Fulfilled

Length: 15 pages, plus forms

Description: The booklet introduces educators to the community resource data bank and associated services. It describes the various types of community resources available including classroom discussion leaders, at-work discussion leaders, work exploration stations, industry plant/office tours, occupational field trips and cooperative work experience positions. The geographic area of the resource, the grade levels to which the resource will be available, any restrictions placed upon student participation, request procedures, the occupations available and whom to contact for additional information are included. The booklet also has a list of occupations in which resources are available with their DOT code number. The booklet also gives illustrated samples of completed forms.

PLANNING CAREER FIELD VISITS

Catalog Number: 123

Source: Dr. Freeman Van Wicker
(Mr. Gerald R. Griffith)
Chenango-Delaware-Arco BOCES
Chenango Area Education Center
R.D. #3
Norwich, New York 13815
607-334-2771

Publication Date: Not given

Number of Items: one

Length: five pages

Description: This document describes the how and why of field visitations. It introduces field visits, gives hints on planning the career field visit for a specific purpose and how career field visits can be planned for students at various stages of development. It gives techniques for preparation, including pre-tour preparation, checking for details, follow-up activities for students and staff members' career field trip evaluations.

COMMUNITY RESOURCES FOR WESTCHESTER AND PUTNAM COUNTIES, 1975

Catalog Number: 126

Source: Dr. Charles E. Davis
(Dr. Ronald Fleming)
Greene-Delaware-Schoharie-Otsego #2 BOCES
Rexmere Park
Stamford, New York 12167
607-652-7531

Publication Date: 1975

Number of Items: one

Length: 92 pages

Description: This document includes a section on how to use community resources in the classroom and a listing of specific companies within each of several career clusters. The clusters included are:

Agri-Business
Communications
Construction
Consumer and Homemaking
Environment
Fine Arts
Health
Manufacturing
Marine Science
Marketing and Distribution
Personal Services
Public Services
Recreation and Hospitality
Transportation

APPENDIX H

Public Relations

CAREER EDUCATION NEWS

Catalog Number: 111

Source: Dr. Leslie Distin
(Mr. Earle S. Spaar)
Broome-Tioga BOCES
P.O. Box 1450
Binghamton, New York 13905
607-729-9301

Publication Date: Monthly

Number of Items: One per month

Length: four pages per issue

Description: This newsletter deals with information about career education in Broome, Delaware and Tioga Counties. Topics noted in the two issues examined included information about special projects various districts are involved in, steering and advisory committees, in-service programs in career education, career education products that are available and general information about career education.

CAREER EDUCATION NEWS

Catalog Number: 112

Source: Dr. Freeman Van Wicker
(Mr. Gerald R. Griffith)
Chenango-Delaware-Arco BOCES
Chenango Area Educational Center
R.D. #3
Norwich, New York 13815
607-334-2771

Publication Date: Monthly

Number of Items: one per month

Length: four pages each issue

Description: This is a newsletter dealing with the career education activities in Delaware-Chenango-Madison-Otsego Counties. Topics included in the newsletter issue reviewed included career education products available, career education and career guidance workshops, career education activities and special projects at various schools and school districts, and career education activities of various individual staff members within schools and school districts.

CAREER EDUCATION CENTER NEWSLETTER

Catalog Number: 114

Source: Mr. James G. Womack
(Mr. Bruno A. Rodgers)
Livingston BOCES
Lackawanna Avenue
Mt. Morris, New York 14510
716-658-2291

Publication Date: Quarterly

Number of Items: one per quarter

Length: four pages each issue

Description: This quarterly newsletter includes information about career education in the Livingston area. From the issue reviewed, topics included information about in-service programs, projects by schools and individuals within the area and general miscellaneous information about career education.

REGION SEVEN CAREER EDUCATION NEWSLETTER

Catalog Number: 116

Source: Dr. F. Donald Myers
(Mr. Frederick Moran)
Saratoga BOCES
Wilton, New York 12866
518-474-7819

Publication Date: Approximately four times per year

Number of Items: one per quarter

Length: four pages each issue

Description: This is a newsletter that includes information about career education activities within local schools and classrooms, information about interesting audio/visual materials and career education projects throughout the state of New York as well as nationally.

APPENDIX I

Evaluation

ATTITUDINAL SURVEY TOWARDS CAREER EDUCATION

Catalog Number: 160

Source:
Mr. James G. Womack
(Mr. Bruno A. Rodgers)
Livingston BOCES
Lackawanna Avenue
Mt. Morris, New York 14510
716-658-2291

Publication Date: Not given

Number of Items: one

Length: 10 pages

Description: This questionnaire deals with career education opinions and attitudes in general as well as specific career education concepts.

REPORT OF RESULTS OF CAREER EDUCATION SURVEY

Catalog Number: 165

Source: Dr. Joseph Robitaille
(Dr. Leonard Fintzy)
Yonkers City School District
145 Palmer Road
Yonkers, New York 10701
914-963-4567

Publication Date: January 1974

Number of Items: one

Length: four pages

Description: This item reports the results of a career education attitude and opinion survey of staff members in the district.

PROJECT EVALUATION PROCEDURES AND INSTRUMENTS

Catalog Number: 183

Source: Dr. Joseph Robitaille
(Dr. Leonard Fintzy)
Yonkers City School District
145 Palmer Road
Yonkers, New York 10701
914-963-4567

Publication Date: Not given

Number of Items: six

List of Items:
Career Education Survey
Questionnaire on Career Education in Yonkers
Career Education Tests for Grade 1
Career Education Tests for Grade 3
Career Education Tests for Grade 5
Teacher/Student Questionnaire

Length: Approximately 35 pages

Description: This set of instruments was used to collect information about teacher attitudes relating to career education as well as teacher involvement in the career education project. The instruments also collect data regarding student knowledge in grades 1, 3 and 5 about career education concepts. The final instrument collects data about teachers' backgrounds as well as the backgrounds of students who were tested in the program.

EVALUATION REACTION FORM FOR CAREER EDUCATION MODULES

Catalog Number: 194

Source: Mr. Walter C. Franklin
(Mr. Douglas Van Benschoten)
Cortland-Madison BOCES
Clinton Avenue Extension
Cortland, New York 13045
607-753-9301

Publication Date: Not given

Number of Items: one

Length: five pages

Description: The first part of this form asks for responses to questions relating to the quality of the career education modules on a 1-4 scale. The second part asks for information on the need for revision as well as for student reaction to the use of the modules in the classroom.

CAREER EDUCATION

Catalog Number: 213

Source: Dr. Clifford N. Crooks
(Mr. James R. Spengler)
Erie BOCES #1
455 Cayuga Road, Box J
Buffalo, New York 14225
716-634-6800

Publication Date: Not given

Number of Items: one

Length: seven pages

Description: This questionnaire collects information that will be useful to career education staff in the development and design of workshops.

AN EVALUATION SURVEY

Catalog Number: 217

Source: Dr. Freeman Van Wicker
(Mr. Gerald R. Griffith)
Chenango-Delaware-Arco BOCES
Chenango Area Educational Center
R.D. #3
Norwich, New York 13815
607-334-2771

Publication Date: Not given

Number of Items: one

Length: two pages

Description: This form is provided so that individuals can evaluate a career education in-service program.

STUDENT ASSESSMENT

Catalog Number: 244

Source: Dr. Clifford N. Crooks
(Mr. James R. Spengler)
Erie BOCES #1
455 Cayuga Road, Box J
Buffalo, New York 14225
716-634-6800

Publication Date: Not given

Number of Items: 52

Length: Approximately 150 pages

Description: This is a series of short tests to check student knowledge of subject related and career information in language arts, social studies, mathematics and science. There is one test in each of the four subject areas in each grade.